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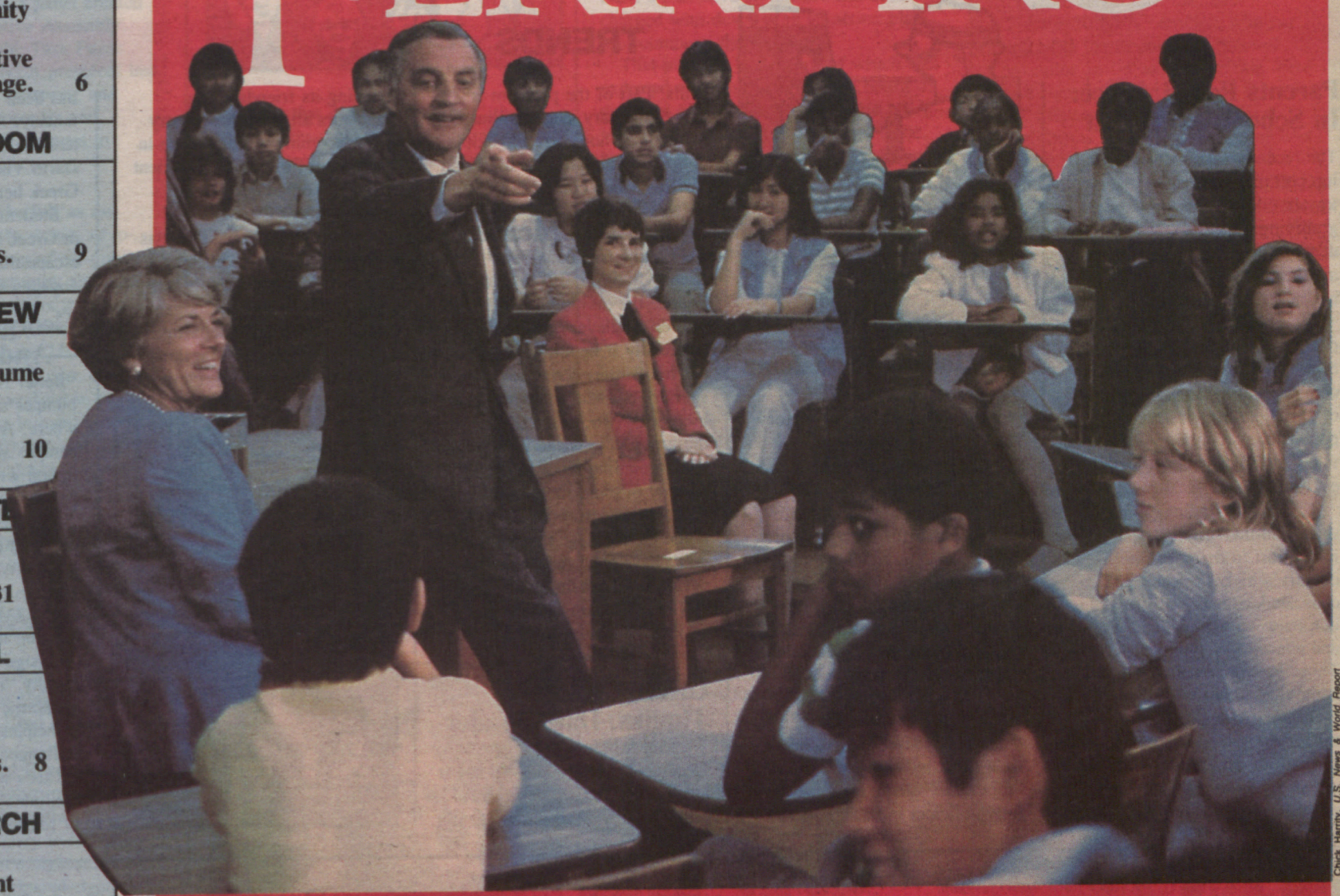
NEA Today

WASHINGTON, D.C OCTOBER 1984

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION

VOL. 3, NO. 1

MONDALE FERRARO



Chick Harrity, U.S. News & World Report

FOR A RENAISSANCE IN EDUCATION

Story on page 4

PRESIDENT'S VIEWPOINT

Toward a Warmer Winter

As you face once more the strain of a new beginning, confronting again the challenges that each fall brings, the harsh reality sinks in: your problems are not confined to adjusting to a new set of young personalities, and scrambling to be sure there's a text for each student, and figuring out how to cope now that your aide has been RIFfed, and convincing the powers that be that one box of chalk really isn't likely to last you the whole year.

No, these are mere symptoms. Symptoms of fiscal blight and social trauma. Symptoms of a federal freeze on compassion and good will . . . and support for public education.

You're a victim of the big chill. Surely you wonder if, in such an icy climate, your efforts—however heroic—can really make a difference.

But—a thought that's balm for your psyche—the chance for a change in the weather is only weeks away.

The opportunity now exists to elect a President who understands that deeds—not words—make the difference between an educational policy that sustains democracy and an educational policy that maims democracy. A President who knows that our schools need real federal support, not railing federal reports. A President who understands your problems. A President who wants to help.

That opportunity makes our duty clear: we have to hang tough and fight hard. Education still commands the limelight. Momentum is on our side. But that light can fade, and momentum can stall.

If we do not now seize this moment of opportunity, we will forfeit what is in the most literal sense the chance of a lifetime. All our efforts to make excellence the hallmark of school hallways will be threatened with futility. All our education reform proposals will become faded blueprints—parched sketches of what might have been.

Joe Di Dio

NEA President
Mary Hatwood Futrell

The 1984 election may be the most important of this century. Either we elect a pro-public education Congress and President, or we sacrifice a generation of students to policies and attitudes designed to create educational mediocrity.

That tragic sacrifice need not occur. And we do have an alternative.

I know Walter Mondale—and can assure you that when he talks of his devotion to this nation's children, he speaks from the heart. I know from talking with him that he will tolerate not one moment more of federal indifference to public education. This January, the educational climate can again become balmy.

Walter Mondale is honest. He is without guile. He is a man of common sense and uncommon compassion. And he is a realist.

At the heart of his realism is the understanding that America's highest aspirations—for economic stability, national security, social decency, ecological sensitivity, for technological prowess and artistic greatness, for justice and peace—rest on the quality of public education. Our national destiny depends on the children now sitting in our classrooms.

Mr. Mondale knows that. In his race to rescue America from the politics of pomposity now cloaking policies of perdition, he chose as his partner Geraldine Ferraro—a former classroom teacher. Together, given the chance *we* can give them, they will prove that equality of educational opportunity and the opportunity for educational excellence are one.

Yes, I know Walter Mondale. And I know Ronald Reagan—though, at his choosing, only from a distance. I respect both. I also respect the high regard many of you have for Mr. Reagan. You are my friends, and I trust your conscience.

But the question that gnaws at *my* conscience is: what about the children? Could we stand before them in good conscience if we squander this chance to elect a man whose lifetime of service and record of commitment leave no doubt that he will be the sincerest friend of education ever to inhabit the White House? Will our conscience be clear if we fail to give all we've got to elect a man who will ensure that our children get all they deserve?

The children will be our judges. May we do what we must so that we may stand before them this November 7 with new hope—and on all the November 7's to come without qualms of conscience, or reason for regret.

TRENDS

Parents Polled Agree: In Schools We Trust

The recently released 1984 Gallup poll on public attitudes toward education carries the gratifying message that confidence in the public schools—*and* in public school teachers—has never been stronger.

Well over half the parents of public school students—52 percent—give the teachers in their communities A's or B's, a jump of 11 points over last year's poll. And a stunning 84 percent rate them C or better—the highest ranking in a decade.

The Gallup findings also show that the American public, in contrast to many of our country's highest elected officials, understands well the tight link between national security and educational superiority. Those polled overwhelmingly agree that education will be far more important than either our military might or our industrial strength in determining the nation's future international preeminence.

Why Johnny Can't Jump

This summer, as the nation glowed with the thrill of victory in the Olympics, the President's Council on Physical Fitness was forced to conclude that our schoolchildren are much more likely headed for the agony of defeat.

Among the nation's youth, activity is down and body fat is up. Few kids can meet fitness standards that were considered the norm 25 years ago.

Ash Hayes, the Council's director of sports medicine, says the nationwide investigation shows that today's youth are in "miserable" shape and woefully deficient in basic athletic skills. Part of the problem is that elementary students—instead of running, hopping, and skipping—are spinning TV dials and twirling video controls.

Mom Slays Monster

"If I make friends with a friendly monster/I'll let him bounce me on his knee/I'll let him do whatever he wanster/ Especially if he's bigger than me."

This *Sesame Street* tune had sparkle, but Mary Demming, a mother of two, heard danger in the lyrics. She wrote the producers, reminding them of the tragedy of child molestation and of teachers' efforts to drive home the message that "kids don't have to do whatever a big person wants them to."

The producers saw her point: they immediately deleted the four "monstrous" lines.

Cicero Lives: Thanks, Darth Vader

We said it before ("Trends," December 1982) and we'll say it again: *Lingua Latina Reduxit*—Latin is back! And this time, it's bringing its friends along: educators all over the country are welcoming a renaissance in the study of mythology, ancient history, Roman and Greek literature.

Theories explaining this classic comeback are a drachma a dozen, but Bob Coogan's is especially appealing. Coogan, head of the classics department at the University of Maryland, argues that the age of relevance has been replaced by the age of fantasy. And *Star Wars* characters like Luke Skywalker and Darth Vader fit the pattern of Greek heroes.

Students, adds Coogan, find in Greek myths the same kind of escape that attracts them to video voyages and cinematic fantasies.

George and Robert E. —And Martha, Too!

"Better Dead Than Coed" bumper stickers were everywhere. And students draped the campus statue of George Washington with a "No Marthas" banner.

But the chauvinistic fury proved futile: the trustees of Virginia's Washington and Lee University voted to admit women to the 235-year-old all-male bastion, beginning in 1985.

A sign of enlightenment? Hardly. The decision rested on economic—not egalitarian—principles: Top trustee James Ballangee explained that the trustees were "mindful of the continuing decline in the number of [male] high school graduates."

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A 'CONVENTIONAL' SUMMER

NEA Sends America a Message. . .

Following a summer memorable for flag-waving, delegate counting, and electrifying oratory, some might be tempted to overlook the actions of the 1984 NEA Representative Assembly.

Tempted. But unable. For this year's RA, which met in Minneapolis the first week of July, approved an agenda for the future of public education that places the Association in the forefront of those working for reform.

What distinguishes NEA's report from the mind-boggling succession of others issued over the past year and a half by various commissions and experts? The report, which takes the form of an open letter to America, reflects the thinking of NEA members whose strategies for the future are grounded in today's classrooms.

Asserts NEA President Mary Hatwood Futrell, "Our reform recommendations can make a difference because those of us who are demanding change are those positioned to execute change."

The voices of the Association's 7,000 elected delegates from across the country rose in advocacy, debate, and ultimately harmony during the RA as they revised and then overwhelmingly adopted the report of the Blue Ribbon Task Force on Educational Excellence—a panel created by the 1983 Representative Assembly.

The 20 members of the Task Force were appointed by the NEA president last fall and charged with monitoring and assessing the reform proposals and recommending necessary changes in NEA—and national—policy.

The report, printed in full as an insert after page 14 of this issue, advocates a major restructuring of the public schools. It calls on community and education leaders to join teachers in planning for the radically different public schools that will be required for the 21st century.

Among the significant changes the report advocates is an overhaul in the decision-making process in local schools. The report insists that educational decision-making authority must be situated not with centralized bureaucracies but at the school building level.

"Teachers must be involved in all

decisions that affect instruction," the report states—including scheduling students, planning instructional time, and determining which textbooks, workbooks, or computer programs students use.

The report goes on to say that only the best teachers should be hired in the nation's schools. To ensure that teaching is "an attractive, life-long profession," the report recommends that every school district immediately (1) implement a rigorous personnel evaluation system for practicing teachers, and (2) set the minimum salary of teachers at $24,000 a year to make teaching competitive with other professions requiring comparable training and responsibilities.

Among the report's many other recommendations:

► Schools should become life-long learning centers that serve everyone from four-year-old children to adults planning new careers.

► Schools should guarantee that students "master" the subjects they take, not merely pass them.

► The number of students assigned each teacher should be small enough to allow teachers ample time to plan each student's program.

► A federal collective bargaining law should be passed to ensure that all communities have the benefits of this tried-and-true system for planning and conflict resolution.

The task force met throughout the past school year to draft the proposals approved at the RA. Between October 1983 and June 1984, the task force conducted 13 hearings across the country, took testimony from scores of witnesses, and studied nearly every major school reform proposal of recent years.

The report, which is now official NEA policy, sets a course for school improvement efforts at the local, state, and national level over the next several years. Since implementing the wholesale institutional changes recommended in the report will require new strategies, NEA's executive committee has been charged with developing an action plan to accompany the report.

That plan, an early draft of which was expected to be approved by the board of directors in September, will guide NEA leaders in a series of conferences to be held this winter with business leaders, school board members, civil rights groups, and other advocacy groups interested in working toward school reform.

While the action plan has yet to be completed, NEA leaders are urging members to begin work on the school improvement efforts called for in the report.

"We're urging community and educational leaders to join us now in developing strategies for restructuring the schools, along the lines of what our report recommends—strategies that will spell out how students should be taught, what technologies will be needed, and how schools should be staffed," notes President Futrell.

—Vicky Lytle

. . . And Honors Leading Republican

Senator Robert T. Stafford of Vermont was named the 1984 "Friend of Education" at NEA's 122nd annual meeting.

Stafford, a 71-year-old Republican who chairs the Senate Subcommittee on Education, Arts and Humanities, came to Minneapolis in early July to be awarded the Association's highest honor. His acceptance speech acknowledged the efforts of the nation's teachers in helping him achieve this distinction.

"This award belongs as much to you, members of the teaching profession, who work long and hard, and too often without sufficient reward, to fulfill the tremendous expectations heaped upon you," Stafford noted. "... You deserve recognition from all of us in Congress and from every other member of our educational community for your efforts."

Carolyn Salisbury

Educational quality must not replace equity, Sen. Robert Stafford (R-Vt.) tells NEA Representative Assembly. "It does no good to fix the ship of education if we are going to keep some of its potential passengers stranded on the dock as the ship pulls away."

Stafford was nominated for the Friend of Education award by the Vermont-NEA board of directors.

"In the face of the Reagan Administration's efforts to undercut public education, Vermont's senior senator—a Republican—has been a stalwart champion of federal support for public education," wrote the Montpelier Education Association in supporting the nomination.

A staunch supporter of public education, Stafford helped lead the congressional opposition to tuition tax credits and to a constitutional amendment reinstating prayer in public schools. His voting record on key education issues in the 98th Congress appears on page 19 of this issue.

Past recipients of NEA's Friend of Education award include Lyndon Johnson, Carl Perkins, Hubert Humphrey, Jimmy Carter, George McGovern, and Arthur Flemming.

—Vicky Lytle

Members Add NEA Presence To Party Parleys

In the eight short years that NEA has been involved in presidential politics, Association members—Democratic and Republican alike—have become a potent political force on the national scene.

Cheyenne, Wyo., second-grade teacher Liz Byrd notes that national party participation is just a logical extension of the work that NEA members have been doing all along.

"Local and state issues like health, Social Security, and sex equity are also important at the national level," says Byrd, a member of Wyoming's House of Representatives and a delegate to this summer's Democratic convention in San Franciso.

The 363 NEA members who were delegates or alternates at the Democratic convention made up a larger block than those from any other single organization or union. The 15-person platform drafting committee included two NEA members—Barbara Mason of Michigan and Peggy Chavez of Ohio.

The education plank in the final platform they helped draft emphasizes that without federal help, local school districts can't pay "the salaries needed to attract and retain able teachers."

For the 30 NEA members who participated in the Republican National Convention in Dallas, just getting there was a significant feat in itself, given the GOP's delegate selection process.

California Teachers Association President Marilyn Russell Bittle played a key pro-public education role at the GOP convention. Bittle served as vice-chair of the Republican Mainstream Committee, which worked to eliminate anti-public education and anti-equal opportunity planks from the GOP platform.

But the group's efforts weren't able to carry the day. The platform adopted in Dallas endorses tuition tax credits and repudiates the Equal Rights Amendment.

NEA members like C. Leonard Anderson, vice-president of the Oregon Education Association and a GOP convention alternate, voiced concern over the GOP's retreat from its traditional pro-education ideals.

"Unfortunately, my party hasn't offered a platform plank over the last several years that's been aligned to the needs of public education, whereas the Democrats have," Anderson noted. "But unless some of us remain active in the GOP, there's no way to bring the party back to its roots. Just think what would happen if the 400,000 NEA members who are Republicans got organized!"

All the NEA delegates and alternates to either national political convention received funding from NEA-PAC, the Association's political action arm.

"NEA-PAC contributions make it affordable for NEA delegates to attend the conventions," explains NEA Political Affairs Director Ken Melley. "And that guarantees that NEA will play an active role in the policy-making process of both parties."

—Vicky Lytle

ELECTION '84

MONDALE FOR A RENAISSANCE

Walter Mondale and Geraldine Ferraro are delivering a message the nation needs to hear.

This past July, with the eyes of the nation upon them, Walter Mondale and Geraldine Ferraro arrived in San Francisco for the Democratic National Convention. Reporters figured the two candidates would immediately closet themselves with their top advisers for high-level strategy discussions.

But Walter Mondale and Geraldine Ferraro had something else in mind. These two candidates for the nation's highest offices spent their first full morning in San Francisco teaching a civics class at Presidio Middle School.

That visit was symbolic. For Walter Mondale and Geraldine Ferraro, nothing is more important to the future of the United States than its classrooms. As Mondale pledged to the nation in his acceptance speech: "We will launch a renaissance in education, science, and learning."

That pledge has excited NEA members all across the country.

"Mondale's philosophy dovetails with ours," says Elizabeth Kaspar, a fourth grade teacher in Vineland, N.J. "Mondale understands that education is the cornerstone of building a strong nation."

In August, the almost 7,000 elected delegates who attended NEA's 1984 Representative Assembly backed that appraisal in a secret mail ballot. They gave Walter Mondale and Geraldine Ferraro NEA's official endorsement because a Mondale Administration—as Thomasville, Ga., teacher Cheryl Sarvis puts it—"would mean real hope for education."

"A Mondale Administration," fifth-grade teacher Sarvis explains, "would mean more federal support for education. It's just not fair for children in Thomasville—which has a low tax base—to get less of an education than kids in other districts."

Education has already become a prime issue in campaign '84. But another issue—the near-$200-million federal budget deficits run up by the Reagan Administration—has cast a pall over the entire election. These deficits loom so large that many voters wonder whether any President, including one as committed to public education as Walter Mondale, would be able to give local school districts the help they need.

Marylou Stefanko, an elementary teacher outside Pittsburgh, Pa., is one NEA member who firmly believes that Mondale could—and would—made a significant difference for local districts.

"Mondale has a plan," says Stefanko, noting the Mondale program for education detailed in the box on page 5. "Mondale knows what type of world we're dealing with, and he's paying attention to the future."

Funding for the Mondale-Ferraro education plan would come from putting the brakes on out-of-control arms race spending—and erasing the massive tax breaks that the Reagan Administration handed wealthy taxpayers and big cor-

'President Reagan Had His Chance, But He Blew It'

NEA members who voted for Ronald Reagan in 1980 explain why they won't do it again.

Joe Di Dio

"Ronald Reagan has been an insult to the teachers of this nation. He's given lip service to the need for education reform to elevate his status in Washington. At the same time he's systematically whittling away at every program that makes a difference to us at the local level. Important federal grant-in-aid programs to our school have been cut considerably, and that's been terribly sad to watch. We have kids whose only balanced meals are the ones they get at school, and there are days now when those lunch trays look pretty sparse.

When I voted for Reagan in 1980, I really didn't think it mattered who became President. Now I recognize that error in judgment. This year I'm reading more, listening carefully, and I'm convinced that electing Walter Mondale will make a big difference."
—Brigid Olson, fifth grade teacher, Belleview Santos Elementary, Ocala, Florida

Carolyn Salisbury

"As delegates to the 1976 Republican National Convention, another teacher and I had the opportunity to meet with Mr. Reagan personally. We expressed the concerns we had about getting adequate funding for the schools, and he acted as though he was equally concerned. Since he's been in office, it's been a whole other story. We've seen the way his cuts in education have harmed our programs. I just don't think he believes in education the way we do."
—Kathleen Hewston, speech and social studies teacher, Hempfield Area Senior High, Greensburg, Pennsylvania (president, Hempfield Area Education Association)

"I've lived to regret the mistake I made four years ago in voting for Reagan. I'm appalled at the way we're spending billions in defense while allowing our schools to go neglected. I've watched funds for computer education, school lunches, and educating the

Jim Kelly

handicapped dry up while money pours forth toward an undeclared war in Central America. And over the past four years I've seen a complete turnaround in civil rights. Minorities are concerned that we make up only 5 percent of the teaching force, yet minority students will soon be making up 40 to 50 percent of the population. We feel that Reagan is leading us backwards."
—Carlos Espinosa, math teacher, Pierre Moran Junior High, Elkhart, Indiana

"I'd no longer consider voting for President Reagan after the way he's cut our federal education programs. I'd been a Title I resource teacher for 12

FERRARO IN EDUCATION

AP/Wide World Photos

"I intend to be the best President that education has ever had. And by the end of my first term, I want to be able to walk into any classroom in America, talk with the brightest students in the class, and hear many of them tell me, 'I want to be a teacher.'" — Walter F. Mondale

porations in 1981. New taxes for higher-income taxpayers are only fair, says first-grade teacher Mary Dodge of Henrietta, Okla.

"I haven't seen any big tax breaks come my way," says Dodge. "Ronald Reagan's 'trickle-down' hasn't trickled down to me."

NEA members like Stefanko and Dodge are comparing what Mondale can do to what Ronald Reagan is doing. The contrast is stark.

"Reagan spends his time pointing out the failures of public education and then creating false issues like merit pay," explains Stefanko. "He's contributed to the mentality of doing more with less, and that attitude at the highest level of our government has sifted down to local communities."

"Ronald Reagan's lack of priority for education," adds Pat Browne, an Indianapolis fourth grade teacher, "says to school districts that it's okay to cut programs that serve children, it's okay to make school employees beg for crumbs."

Browne will be working hard for Mondale and Ferraro in '84, and so will Sam Poulten, a Waltham, Mass., high school history teacher. He's convinced that Mondale and Ferraro will win—if enough people vote.

"Ronald Reagan was not elected by a majority of the American people," Poulten points out. "He was elected by a majority of the people *who voted*. What we need to do is identify the people who sat out 1980."

Sums up Poulten: "In 1984, all of us in NEA can make a real difference."

—Sam Pizzigati

Carolyn Salisbury

"The promise of our country is that the rules are fair. If you work hard and play by the rules, you can earn your share of America's blessings. These are the values I taught my students as a teacher in the public schools."

— Geraldine A. Ferraro

Ed Caldwell

years, but when Reagan came into office I lost my job. (Fortunately I found another one at the same school.) All those important remedial instruction programs went down the drain. I've also seen firsthand the effects of Reagan's cuts in Social Security for students whose parents are deceased. Between that and his cuts in the student loan program, he's really put the squeeze on middle class families. When you consider that we have a chance to elect Mondale and Ferraro—the most pro-education team to come along in a long time—the choice seems obvious."

—Liz Strain, president, Fort Worth (Texas) Classroom Teachers Association (on leave from position as instructional specialist at Como Elementary)

"As a Republican, I think there are two things about President Reagan that have sent me over to the Democratic ticket. First there's his stand on education. I can't abide a President who won't fund public education adequately while at the same time advocating tuition tax credits for private schools. The other thing that I'm very disappointed over is his stand on women's issues. I simply can't support someone who is

Tom LaBarbera

anti-abortion and anti-ERA. I don't like to see morality legislated in any fashion. I'm still a Republican, but I'm wearing a Mondale pin this year."

—Connie Malstrom, science and computer teacher, R.H. Dana Junior High, Hawthorne, California (vice-president, Wiseburn Teachers Association)

The Mondale Strategy for Education

The federal government cannot solve every problem in education, nor should it. But the challenge to American education is a national problem, and its solution requires a national strategy. That's why Walter Mondale has proposed a concrete, five-point plan for educational progress in the United States.

That program would:

► Create a national *Fund for Excellence* that would, when fully phased in, channel $4.5 billion a year in new federal aid to education improvement projects designed and developed by local school district-level commissions. These local panels would include teachers, parents, administrators, and civic leaders.

► Establish a new *Education Corps* to attract a talented and committed new generation of teachers. Promising students who plan to teach in critical fields of national shortage would be eligible for scholarship awards to help them through college. The loans would be forgiven once the Corps members have taught for four years. When fully phased in, some $1 billion a year would be allocated for the *Education Corps*.

► Revitalize federal higher education programs by investing $1 billion to strengthen science, research, and scholarship. Those dollars would modernize libraries and laboratories and also support graduate education by creating new national advanced study awards for outstanding students.

► Expand the federal Chapter 1 program by spending $3 billion a year to provide a fair chance for every disadvantaged child. The Mondale plan would also restore cuts in federal bilingual education programs and enforce civil rights laws that assure equal educational opportunity.

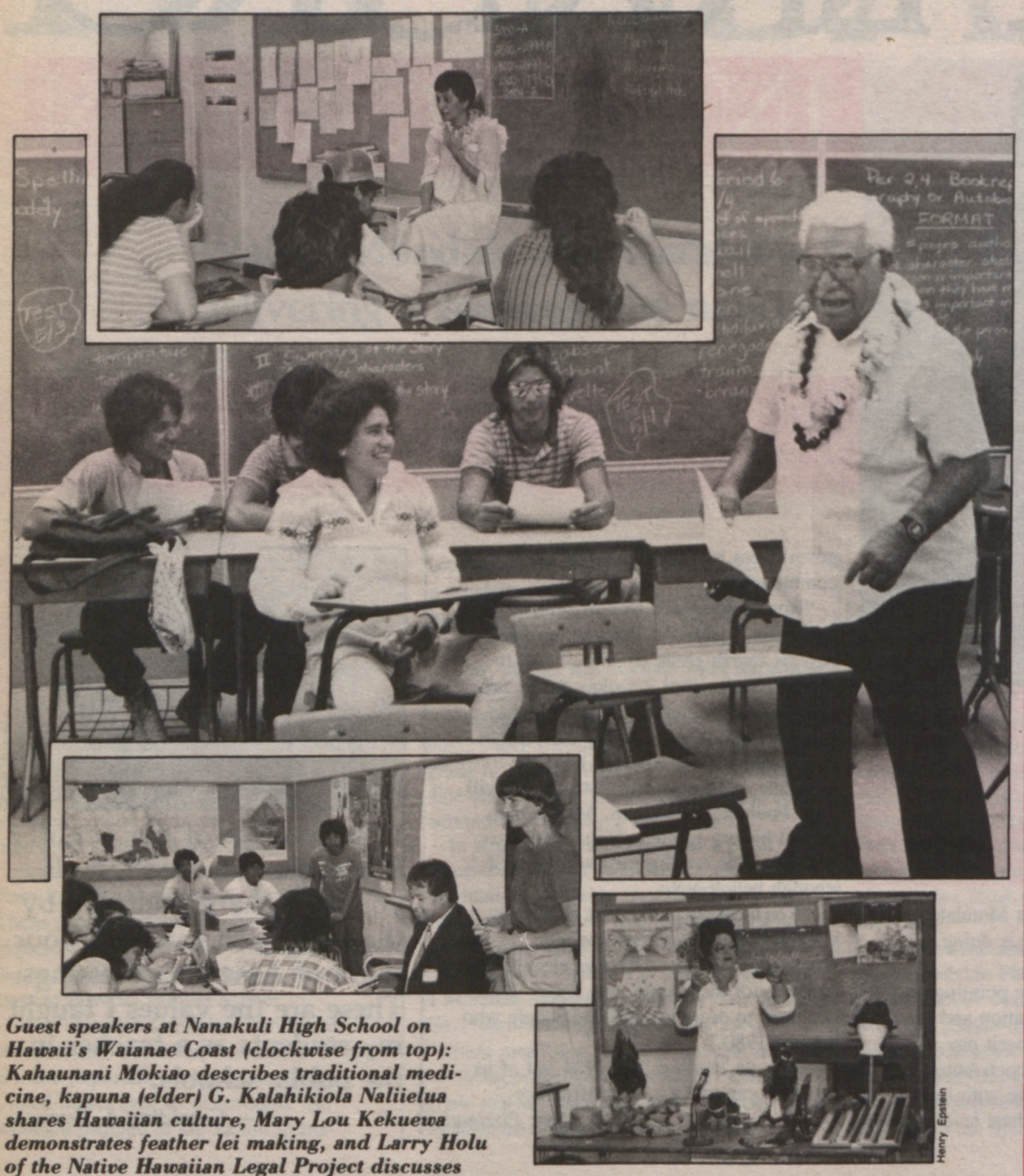
► Invest $1.5 billion to make it easier for parents to send their children to college. Those dollars would increase the amount of higher education Pell grant aid available to low- and middle-income students, expand campus-based aid programs, and renew support for historically Black colleges and universities.

"My program for education isn't easy or cheap," notes Walter Mondale, "but neither is excellence."

HUMAN RIGHTS

On Hawaii's Waianae Coast...

Breaking Down Barriers



Guest speakers at Nanakuli High School on Hawaii's Waianae Coast (clockwise from top): Kahaunani Mokiao describes traditional medicine, kapuna (elder) G. Kalahikiola Naliielua shares Hawaiian culture, Mary Lou Kekuewa demonstrates feather lei making, and Larry Holu of the Native Hawaiian Legal Project discusses Hawaiian legal rights cases with Sara Jane Watson and her class.

Henry Epstein

School-community relations had long been uncomfortable on Oahu's Waianae Coast—the area with the highest concentration of ethnic Hawaiians anywhere in the Aloha State, and a concentration of alienated students as well.

Parents were inclined to blame teachers—of whom very few were Hawaiians—for their children's difficulties in school. The community at large felt the schools ignored Hawaiian achievements in both traditional arts and contemporary economic, professional, and political life. As in other parts of the state, Hawaiian appreciation days in the Waianae Coast schools were limited mainly to very simple cultural demonstrations.

A situation like that doesn't change overnight, but working together, community and school leaders have made a start. Last spring the Hawaii State Teachers Association (HSTA) joined the Waianae Coast School Concerns Coalition, the state Office of Hawaiian Affairs, and the state department of education in sponsoring a jam-packed week of events celebrating Hawaiian life and achievements.

Two intermediate schools and two high schools took part. The School Concerns Coalition, essentially a parent group, organized volunteer speakers (many of them native Hawaiians) from all parts of the state. Teachers selected guest speakers relevant to their classes.

Each volunteer was an authority on some aspect of life in Hawaii, past or present. Lawyers to storytellers, potters to civil servants: they were all there for the choosing.

For students, it was a departure from business as usual, but it was serious, too. The guest speakers brought Hawaiian poetry to literature classes, the employment picture to business education classes, traditional healing methods to science classes, and the Hawaiian language to foreign language classes, along with other topics including archaeology, homesteading, Hawaiian history, the Hawaiian environment, and open-ocean canoeing.

"The students feel better about their heritage, and the community feels better about their teachers," observes Leeward District UniServ staffer Shirley Elento.

"The parent group was very pleased with the results, and the students want more. I'm hoping we can do this yearly."

—*Jane Power*

For a free copy of *Celebrate People: A Manual To Help State and Local Education Associations Recognize the Achievements and Contributions of America's Diverse People*, write to NEA Human and Civil Rights, 1201 16th Street, N.W., Washington, DC 20036.

WASHINGTON WATCH

Anything can happen on Capitol Hill as Congress heads toward its pre-election recess and campaign politics increasingly dominate the scene.

One thing's certain, though: the mood has changed. Two years ago you couldn't get most politicians to even *talk* about public education—and when they did, what they said was mostly negative.

But in the past 18 months, America's schools have become front-burner stuff. Today's talk on the Hill is more about increases in education funding than cuts.

✔ Take a look: For the new fiscal year beginning October 1, the House of Representatives has approved more than $17 billion for federal aid to education programs. That's nearly a $2 billion boost over the previous year's total. Meanwhile, the Senate Appropriations Committee has okayed $17.2 billion for Senate consideration. Result: first *substantial* increase since 1980, assuming Senate-House agreement.

"In people's heads, improving education is now tied to everything—improving the economy, national defense, foreign affairs," says a Senate insider.

✔ Federal aid to desegregating schools—largely lost two years ago under the shift to block grants—will be available again beginning next February. It comes to $75 million a year over three years. NEA worked hard on this one. The deseg money is part of the Emergency Mathematics and Science Education Act, signed into law August 11, authorizing nearly a billion dollars over two years for beefing up math and science programs. Association strategists see this bill as providing the foundation on which to build public support and school district planning for the NEA-backed American Defense Education Act (ADEA)—the more comprehensive education reform bill still pending. At press time it had 234 cosponsors in the House and 31 in the Senate.

✔ Watch for attempts to hang school prayer, anti-abortion, and other "riders" onto pending education bills between now and the elections, inasmuch as these issues have lots of emotional punch. The climate for this was largely set this summer, with passage of "equal access" language allowing student-organized religious groups to meet in public schools—and statements by President Reagan and others on bringing religion "back into the classroom."

✔ NEA-backed legislation signed into law in August makes available some $600 million in federal aid over seven years for the costly job of removing a known carcinogen—crumbly asbestos—from schools. States have until February 11, 1985, to apply to the Environmental Protection Agency for these funds. School districts should check with the governor's office for details. Meanwhile a new EPA survey indicates 1.4 million school employees and 15 million kids are in schools containing this potential health hazard.

Joe Di Dio

Four NEA members wind up their summer internships on congressional staffs. From left: Steve Brehmer, Wanamingo, Minn.; Georgianne Ripley, Tucson, Ariz.; Laura Venne, Anoka, Minn.; and Charles Youmans, Winsted, Conn. Since 1973, members of the House of Representatives have been able to offer Lyndon Baines Johnson Internships to social studies and history teachers (or college students in the same fields). LBJ interns receive stipends to help defray their expenses in Washington. Interested social studies teachers should check to see if their member of Congress participates in the program.

State Side

NORTHEAST

New York State's public schools reopened this fall with $485 million more to spend than they had last year, thanks to a record increase in the state budget for aid to K-12 schools.

A bipartisan effort to allocate money to education from the state's general revenue fund succeeded last spring after the legislature adopted many of the fiscal recommendations of an ad hoc panel set up to advise Governor Mario Cuomo on how to improve education.

The 16-member panel of educators—among them NEA-New York President Tom Pisa—insisted that quality education would come only if the state increased school spending.

With this year's 9 percent increase, state aid to New York's 774 school districts now totals $5.3 billion.

WEST

In early July, with a special session of the legislature about to pass a landmark education bill, the Texas State Teachers Association withdrew its support from the final version.

What TSTA found unacceptable were the legislation's key salary and job security provisions. One of these requires competency testing of all current teachers. Another guts what TSTA had hoped would be large state-mandated teacher pay increases.

The bill, which was signed into law in July, does raise the state minimum salary schedule substantially—but newly hired teachers will be the main beneficiaries. Current teachers' salary increases will depend on the willingness of local districts to fund them.

Likewise, the new career ladder program is so underfunded that in the first year state money is available for only a fourth of the teachers who qualify for career-ladder bonuses.

Yet TSTA finds things to applaud in the massive new law, which raises state taxes for the first time since 1971. Much of the new revenue will be used to increase state aid to schools in property-poor districts.

But teachers in districts not receiving new state aid wonder whether, in the wake of the higher state taxes, taxpayers will be willing to approve the local tax hikes that may now be necessary not only to raise teacher salaries but also to implement other improvements that the new law mandates, such as smaller class size in the primary grades.

CALIFORNIA TRIES NEW PROGRAM

Mentors Get Extra Pay for Extra Work

Many mentor teachers worked on curriculum projects over the summer. Here four mentors in the Fremont Unified School District meet with Linda Garbarino, an elementary teacher on special assignment to coordinate the district's mentor program. From left: Phil Bold, Pat Crow, Marge Brooks, Pat Celeste, and Garbarino. Inset: math teacher and mentor Rosemarie Bauer works on one of the new computers in the Acalanes Union High School District.

Thousands of California classroom teachers returned to school with an added workload this fall—and with added pay.

The state's Mentor Teacher Program, passed in the summer of 1983 as one element of an education reform act supported by the California Teachers Association, is now fully under way following partial implementation last spring.

"The mentor program allows many veteran teachers—selected by their colleagues—to share skills, methods, and curriculum ideas with other teachers," explains CTA President Marilyn Russell Bittle.

For Castro Valley mentor teacher Joe Sibilia, the program is funding a curriculum project he calls "the culmination of my most successful classroom materials."

A 37-year teaching veteran, Sibilia worked this past summer pulling together his series of worksheets for secondary students with writing problems. This year he will share his materials and classroom ideas with other teachers.

Local school districts choose whether or not to participate in the mentor program—and their implementation of it is subject to collective bargaining. Under the law, each district's mentors must be chosen by a selection committee, the majority of whose members are classroom teachers elected by their colleagues.

The state is providing $4,000 a year in extra pay for each mentor teacher, and another $2,000 per mentor to school districts to pay for released time and other administrative expenses.

The mentor program's implementation—and its eventual success—depend on what local Associations are able to negotiate. So far, the range is vast. In some districts the teacher majorities on selection committees do their work on released time, and mentor applicants canvass their colleagues and propose their mentor work. In Sacramento, the administration bypassed the bargaining process and unilaterally chose the teacher members of the selection committee—forcing the Sacramento City Teachers Association to file an unfair labor practice charge.

Local CTA chapters are adamant that the mentor program not become a merit pay plan and that mentors not participate in evaluation of other teachers in any manner.

"Mentor teachers must remain primarily classroom teachers," says Mark Nelson, president of the Carlsbad CTA chapter. "We are determined that the program not create another level of administration, but remain a program that pays classroom teachers to act as mentors to other classroom teachers."

SOUTHEAST

South Carolina is serious about school reform—so serious it's produced what the Rand Corporation calls the best of all the reform laws passed in 1984.

"There's something substantial in it for everyone," reports an enthusiastic South Carolina Education Association President Joseph Vaughan. "It provides the best teacher economic benefits we've seen in the past decade. It assures the public that quality instruction will continue. And it provides resources to make public education a full partner in the state's economic growth."

The reform package will generate $213 million in new dollars for public schools through a one-cent increase in the state sales tax. That represents a 33 percent increase in state support.

Under the new funding, teacher salaries have already increased by almost 16 percent—$2,400 per teacher. The package also includes $9 million for fringe benefits, $60 million for school construction, and $1.5 million for student teacher loans. Loans will be forgiven for students entering fields with teacher shortages.

The landmark new law sets stricter requirements for entering the profession, creates an incentive plan for teachers, and mandates administrator training and performance review programs. Finally, it provides $200,000 for competitive grants of about $500 to $2,000 each to implement teacher ideas for strengthening instruction.

MIDWEST

The Illinois Education Association-NEA clobbered the Illinois Federation of Teachers in a 10-day flurry of representation elections last spring. At stake was the right to bargain on behalf of more than 2,000 educators.

The showdowns stretched from Calumet County in suburban Chicago to Collinsville in the southern end of the state, involving eight locals of all sizes. IEA-NEA ousted IFT from the bargaining seat in one local, while crushing IFT raids in six others where the Association is the bargaining agent.

"We're ecstatic," beams IEA-NEA President Reg Weaver. "These latest election wins top off a spectacular year for IEA-NEA. We're going into the new school year stronger than ever."

MID-ATLANTIC

North Carolina's 45,000 certified public school teachers each received a 14.8 percent salary increase July 1—almost 5 percent more than other state employees—thanks to lobbying by the North Carolina Association of Educators (NCAE) and a commitment to education by Governor James B. Hunt, Jr.

The teachers' raise is part of a record one-year education appropriation of almost $260 million for 1984-85 that will reduce class size in grades 4-6 to a 26-29 student range; create 1,265 new teaching positions; grant $400,000 in scholarship money to prospective teachers; and increase funding for high school textbooks and supplies.

Another provision of the new law requires the state board of education to develop a career ladder plan for certified teachers. The plan, to go into effect by July 1, 1986, would replace the current salary schedule and create several salary classifications based on teachers' individual efforts to improve their professional performances.

"The Association, working in close contact with Governor Hunt and legislative leaders, has ushered in a new era of education for North Carolina," comments NCAE president Cecil Banks. "We're elated—but recognize this is only a first step toward quality education."

Local Look

MARYLAND

It took six months of hard bargaining, but the 6,200 teachers in Prince George's County finally have a new contract that gives them a 5 percent salary increase for the 1984-85 school year and a delayed 7 percent raise next year.

The contract bargained by the Prince George's County Educators Association (PGCEA) also improves major medical coverage, increases tuition reimbursement, provides a 15-percent-a-year hike in extracurricular duty pay, and unfreezes certain steps on the salary schedule.

Comments PGCEA President Paul Pinsky, "We believe we obtained the best two-year contract possible given prevailing revenue constraints."

The county executive had recommended only a 4 percent salary increase, but the school board voted to fund the full negotiated raise—and authorized 115 new teaching positions, the first such expansion in five years.

MONTANA

Members of the Missoula Elementary Education Association are committed to doing whatever they can to reduce violence against children.

At MEEA's instigation, the Montana Education Association brought two new business items on missing children to the 1984 NEA Representative Assembly. Both were adopted.

Locally, when MEEA President Dan Adcock spoke to a PTA meeting about missing children, 10 people—including the PTA president—came forward to form a task force on the problem. A state legislator, a local TV reporter, and city and county police officials also joined the effort.

The group's program has three parts: to review materials for children on how to avoid kidnapping and recommend the best ones to the school district, to develop proposed state legislation, and to prepare the media for quick action if a kidnapping occurs in the area.

Adcock, a fifth grade teacher at Hawthorne Elementary, sums up the group's philosophy: "If we help save a life by teaching children how to avoid being kidnapped, we'll probably never know it—but it's well worth the effort."

CONNECTICUT

After two years of constant courtroom battles, the Branford Education Association (BEA) has triumphed over a school board that repeatedly refused to implement arbitrated salary increases.

In 1982, an arbitrator had ruled in favor of a 10 percent salary increase for each year of the two-year contract, entitling all 254 BEA members to an average raise of 7.5 percent plus a 2.5 percent increment.

Victory came when the Branford school board dropped its appeal to the Connecticut supreme court. The board had been challenging a superior court ruling that had twice preserved the state's last-best-offer binding arbitration law.

Under this law, salary impasses are submitted to a neutral third party for resolution. In the Branford case, evidence presented by BEA clearly indicated the city's ability to pay.

"The law was put to the test in Branford," says BEA President John D'Amato. "While we were knee-deep in legal battles, we waged a full-scale political action campaign to elect enough pro-reform officials to preserve the sanctity of Connecticut's law for all teachers."

FLORIDA

Teachers in Palm Beach County have overwhelmingly chosen to keep an NEA affiliate as their bargaining agent, rejecting an AFT challenge. Tally in the mail ballot was 2,386 to 1,432.

The current contract bargained by the Palm Beach County Classroom Teachers Association (FTP-NEA) became the key to the Association's overwhelming victory. It contains significant financial benefits, particularly impressive when compared with recent AFT bargaining elsewhere in Florida:

► A full year's raise for last year. (In Dade County and elsewhere, AFT agreed to raises limited to the second half of the school year.)

► Guaranteed 1984-85 raises of $1,600 or *more*—depending on state funding—for all Palm Beach teachers. (AFT agreed to limit Dade County teachers to 6 percent or *less*, depending on state funding.)

AFT further alienated teachers by endorsing merit pay proposals, which the Palm Beach County CTA has consistently opposed.

TEXAS

For the tens of thousands of U.S. adults who don't live within commuting distance of adult education courses, the Texas State Teachers Association affiliate in Ingleside has the prototype solution: evening courses organized by the local.

Three years ago, TSTA members in Ingleside, a town of 1,500, set up "Ingleside Community Education," an evening program that has offered some 10 courses—in aerobics, conversational Spanish, and woodworking, for example—each February and March.

The instructors come from among the local's own members or other community resource people. Participants pay a small hourly fee per person, and instructors receive $10 per hour per course.

"Teachers enjoy the chance to work with adults," reports program chair Pam Pudelka, "and the program's popular—about 100 people sign up as students every year."

ILLINOIS

A local Association in suburban Chicago—the Hinsdale High School Teachers Association (HHSTA)—pulled out all the stops recently to save a nationally recognized program for students with impaired hearing.

Hinsdale South High's hearing-impaired department, which employs 18 Association members and has been serving students from two counties for 18 years, is governed by a special education consortium. Last fall, political and financial tensions on this control board sparked proposals to break up the program into scattered locations.

Teacher Grace Moline explains the value of centralization: "We can departmentalize students within our program. We have social workers, counselors, and five interpreter coordinators working with us."

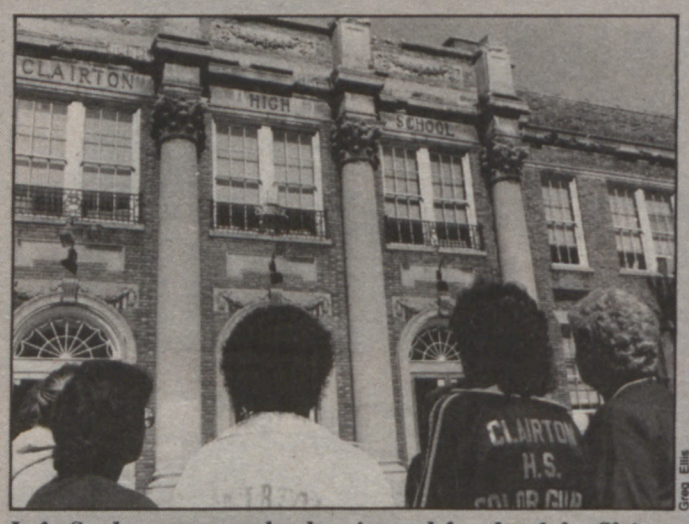
All but two of the district's 288 teachers are Association members. This strength paid off, as HHSTA quickly rounded up 260 members' signatures on a petition against the change.

Meanwhile, the Association worked to mobilize the community—turning out so many students, graduates, parents, and concerned citizens for two critical board meetings that they had to be moved to a school gym.

In the end, the public pressure persuaded the board to back down—and Hinsdale's hearing-impaired program was saved.

IN PENNSYLVANIA'S 'MON' VALLEY

Association Helps Save Clairton's Schools



Greg Ellis

Greg Ellis

Left: Students gaze at the deteriorated facade of the Clairton Middle and Senior High School, set for a face-lift now that the district is on a more sound financial footing. Right: CEA President Pat Petersen observes decades of neglect, reflected in the school's crumbling mortar.

On the banks of the Monongahela River in economically depressed suburban Pittsburgh, Clairton teachers have managed to save their schools from oblivion.

Two years ago, U.S. Steel's Clairton plant laid off half its workforce, bringing local unemployment to over 15 percent and vastly reducing tax revenues. Then last fall, after years of school board mismanagement—documented by the state auditor general—the board announced that the district was nearly bankrupt.

To make matters worse, Clairton's three aging schools have had no significant renovation since 1926. Conditions at Miller Avenue Elementary haven't improved appreciably since 1978, when the state department of labor and industry served the school with a vacate order for failure to comply with fire and safety regulations. The same year, a public referendum for a $12.8 million renovation had been blocked by a coalition of homeowners and senior citizens.

By last December some in the community were suggesting that the schools should simply close. Then in February, on the eve of bankruptcy and with teacher contract talks hopelessly stalled, the board appealed to the state department of education. The state declared Clairton a distressed district and—with the county court—appointed a three-member board of control to supplant the school board.

Initially, the new board only made things worse. Almost a third of Clairton's 97 teachers got pink slips. At the bargaining table, the new board was offering only token salary increases of $300 to $500 to those who would remain—while demanding that the Clairton Education Association (CEA) grant concessions in some 50 key contract areas.

CEA dug in its heels. It filed a grievance over the board's violation of the "no layoff" provision and seniority principles in the contract.

Over the summer, CEA hammered out a new two-year contract that cuts the number of layoffs in half (not to exceed 14), provides a 15 percent salary increase, trims two steps off the base of the salary schedule, retains all just-cause provisions, and preserves seniority rights during layoff.

"We got a fair contract, considering the economic plight of the school district," concludes CEA President Pat Petersen. Now that the board of control has shown its willingness to negotiate in good faith, Petersen believes the district is on the mend.

FIVE WHO MADE A DIFFERENCE

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This summer's Olympic Games had, as the ABC promo said, the thrill of victory and the agony of defeat. Few triumphs, however, can match that magic moment when 23-year-old Carl Lewis captured his fourth gold medal, running the anchor leg of the men's 4 × 100 meter relay.

As he took his victory lap, Carl Lewis basked in the glow of 90,000 applauding spectators at the Los Angeles Coliseum, knowing he had captured the gold in the same four events as Jesse Owens had in the Olympic Games of 1936.

At that moment, his parents—Bill and Evelyn Lewis, both New Jersey public school teachers and Association members—likely recalled the days when Carl and his sister Carol—a medal-round finalist in the women's long jump—ran races in front of their home in Willingboro. In an earlier interview with the *New York Times*, Evelyn Lewis remembered how "we used to run 50-yard dashes and I beat them, too. But then I cut them down to 25 yards, and then to just the start."

The Lewises founded the Willingboro Track Club 15 years ago; they still coach about 150 youngsters a year, and both coach girls' track at competing high schools. Evelyn Lewis is a physical education teacher at Willingboro High; Bill Lewis teaches seventh grade at Millbrook Elementary.

Tomorrow's Stars Thank Today'S Teachers

Over her nearly 30-year teaching career—22 years at Florida's Miami Beach High—chemistry teacher Ray Rasmussen has seen her share of students go on to prestigious colleges and universities and distinguished professional careers.

Sixteen-year-old chemistry whiz Tommy Farkas is following in the footsteps of previous Rasmussen proteges. Last spring, Farkas won first place and qualified for a five-year scholarship to Florida International University by outscoring 104 other students (many seniors) from 23 south Florida schools in FIU's second annual Chemathon competition.

"I wasn't surprised he won," says Rasmussen, who has sent four teams of students to the competition the last two years. Three of the four finished first, the other second.

Donna E. Natale / Sun Reporter

"Tommy has what all outstanding students have—curiosity, motivation, and the desire to compete and win."

Tommy Farkas suggests another factor that's crucial to his success: good teachers—specifically Ray Rasmussen.

"We didn't think we had learned that much [in chemistry class], but we did," says Farkas. "And it's all because of a good teacher."

Association member Rasmussen enjoys visiting with her former students who return to Miami Beach High. She notes wryly, "They finally have to admit that yes, we teachers really do know what we're doing."

For years New York City schools have had a virtual lock on the prestigious Westinghouse Science Talent Search Awards, given annually to high school students who show outstanding promise. But this year the top award went to Chris Montanaro, a senior at Oxford Hills High School in rural South Paris, Maine.

Keith Harvey

Montanaro attributes his success to the support of his parents—and to several teachers who have been instrumental in his development: Neil Tame, Roger Twitchell, Allen Gerry, and most notably chemistry teacher Ernie Johnson.

"My interests come from my teachers," says Montanaro, adding that "good teachers don't get enough support for what they do."

Ernie Johnson views Montanaro as a student of exceptional talent—"brilliant and a fantastic worker." It was Johnson's idea for Montanaro to apply for a summer internship at the prestigious Jackson Laboratory in Bar Harbor, Maine. And it was Johnson who made the 260-mile trip to the lab to push for Montanaro's acceptance.

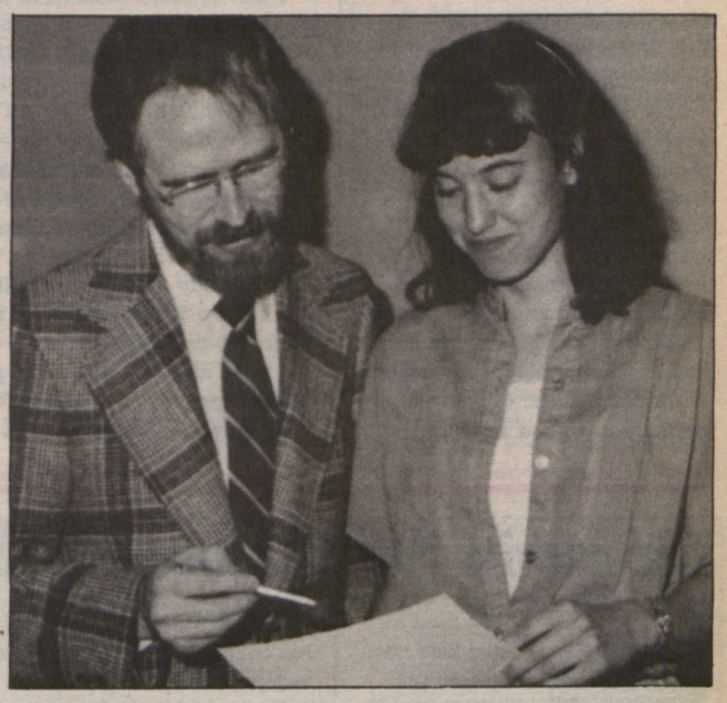
Montanaro used his genetic engineering research at the lab as the basis for the DNA project he entered in the Westinghouse competition. The rest is history.

The award carries with it a $12,000 scholarship. Several previous Westinghouse winners have gone on to capture the Nobel prize and other prestigious honors.

Montanaro is keeping his options open on a career—and is careful to keep intellectual achievements and awards in perspective.

He believes that successful teachers understand that "intellectual things take on much more power when the whole person is developed."

As Marilyn Semeliss entered college this fall she brought with her a trait that will serve her well the rest of her life: the ability to think creatively. It's a trait she credits her 10th grade English teacher, Association member David Harrington, with instilling in her.



"Mr. Harrington didn't force his values on us," says Semeliss, a graduate of A.J. Dimond High in Anchorage, Alaska, and now a freshman studying engineering at Harvey Mudd College in California. "Instead he taught us to open our minds and develop our writing skills."

Semeliss sees in Harrington three characteristics she believes all good teachers possess: an interest in their teaching area, the ability to pass that interest and knowledge along to students, and the willingness to relate to students personally.

Semeliss is one of only 141 high school seniors named 1984 Presidential Scholars—a citation that earned her a $1,000 scholarship and a trip to the White House.

"Of course it's exciting to teach outstanding students like Marilyn," notes Harrington, "but teaching's exciting *period!* The rewards of teaching remedial courses, which I've done, are equally great—just different."

Meet: Judy

Kid's-Eye View Draws Students

Steve Northup

Judy Blume's 14 novels for young readers have won her a loyal following—especially among girls. Yet the frankness of her books has also aroused considerable protest. NEA Today *staff writer Jane Power met recently with Blume to talk about children, teachers, reading, writing, and growing up.*

How did you get started writing children's books?
I never sat down and said, "What shall I write?" There was never any doubt. I was writing about being young, because it was what I knew best—and what I liked best, too—when I started to write at 26 or 27. I remembered being 12 years old and how exciting life was.

Stephen Spender once said that as adults, each of us sees the world through the eyes of the person we were at some earlier age. It has nothing to do with maturity—it's just a way of looking at the world. He thought his viewpoint was late adolescence. I think I look at things the way a 12-year-old does.

How do you go about writing a book?
I don't start by picking a topic, and I don't really have to have an idea, but I do have to have *something*—probably a character who's going to grow or a basic family situation.

I don't think I've ever sat down to write a novel that hasn't been somewhere in my head for a long period of time. The one I have now has been up there getting ready for a year; I still don't know very much about it, but every day I know more.

I think all of us who write go through periods of thinking, "I'll never have another idea. This is it: the last book I'll ever write. And thank God, because who wants to do that again anyway? It's too hard, and it's too lonely, and I'll find something else to do."

But I also know that if I wait long enough, the desire to start again will be so strong that it will all seem pleasurable.

How do kids with very serious problems relate to your bright, middle class main characters?
Kids with very serious problems write me, and I think the comfort they get from my books is that even if they have far more trouble than my characters, they seem to *feel* like those characters.

Yesterday I read a letter from a child who was growing up in foster care, and she said she never knew her feelings were OK until she read my books. She's gaining comfort from these "ordinary" children that I write about because she identifies with that basic problem of how alone one can feel and how frightening that can be.

How much mail do you get from your readers?
Somewhere between 1,000 and 2,000 letters a month.

How do you deal with it?
I do read all the letters I get, but it takes a long time. I try to answer, as fast as I can, the personal ones that seem to come from deep in the heart.

The sense of responsibility I feel towards those kids who write is overwhelming. Sometimes I feel I could get swallowed up by answering mail and never have time to write another book. I have to figure out a way to do both, because I don't ever want to look at the bags of letters and say, "Oh, no!" So far I still get very excited when they come.

Which books do kids write you about the most?
It's not so much a specific book as it is kids writing to me as a trusted friend: "I'm writing this to you because I know you'll understand." I don't know why it happens, but I do know that it's special.

If you get a letter from a child who really needs help, what do you do about it?
I don't give out advice—I'm not qualified. All I can do is be supportive. When some child seems really troubled, when a child writes me about some truly awful situation like incest, I advise that child to try and get some help. I say, "The first step is to confide in someone, because I'm too far away and I'm not able to do this for you."

Do you get letters from adults who disapprove of your books?
Maybe one adult out of every 25 who write in is angry at me. I just read a letter from a woman who read the first part of *Smart Women* and quit. She said, "You're vulgar and disgusting, and I'm never going to let my child read another book by you."

Now I think it's really sad to feel that because one book by an author offends you, you have to abandon all books by that author. I don't answer letters like that one, that just call names.

I do answer thoughtful letters from parents who have real concerns about *Forever* or other books—any letter that's thoughtful I feel deserves an answer.

Do you hear from teachers?
Oh, yes. A lot of teachers write about the younger children's books and the delight of reading *Tales of a Fourth-Grade Nothing* and *Superfudge*.

Some letters from teachers are among my all-time favorites. One teacher wrote to tell me that every fall when his new class of fifth-graders comes in, the first book he reads to them is *Blubber*. They talk about it, and he says he's never seen anything like the caring those children show in the classroom for the whole school year. Now, I'm not sure whether that's because of *Blubber* or because he's such an aware and loving teacher, but that's nice.

I think we have to let children know that reading is wonderful and it's fun and then hope they will find many, many different kinds of books—whatever books are right for them at the time. But there are some books that are right for large numbers of children at certain ages—and they do like humor.

You have a degree in education. Did you ever teach?
I wanted to be a second grade teacher—I thought it would be fun to work with kids. But also I hadn't had any real career counseling, so I didn't know there were choices. I thought, "A girl becomes a nurse or a teacher."

I did get my teaching degree, but I never taught. Life was so different in 1960: you got married with the idea of having babies, and I did have babies, and then I started to write, and I never did teach.

Do you think you'd have made a good teacher?
I wonder. How can you possibly know what's going on inside 25 children—their pains and their problems? It's really hard work. And yet I get many, many letters from teachers who

Blume in the Classroom and (Fleetingly) on the Shelf

Roberta Knowles

"We used to have kids coming into seventh grade saying they hated to read—yet carrying around Judy Blume and other paperbacks and reading them," remembers Roberta Knowles of Skowhegan (Maine) Area Junior High.

So for the past half-dozen years, to get her seventh graders to realize that they like reading and to read as much as they can, Association member Knowles has been conducting a nine-week independent reading project.

Students choose their own books—but they can get bonuses for balancing their reading diet. Posters or books and special recognition reward the student who reads at least one book from each category in a list ranging from classics to mysteries to biography.

Each student studies new words, writes reviews, and discusses the books' scenes, plots, and characters in conferences with Knowles.

"It's a lot of work for them," Knowles says. "They may think they're not working as hard as they do the rest of the year, but when they look at their folders they see how much they've done."

Knowles has found that girls especially like Judy Blume books. "Some of the books are a little old for kids in junior high. They like *Deenie*. They've already read *Tales of a Fourth Grade Nothing*. They read *Margaret*, and some read *Forever*. They can choose any book they want if they get their parents' approval. Blume's subjects are very real to kids at that age—but not all parents agree."

Fourth grade teacher Betsy Tulis of the E. H. Bennett School in Taunton, Mass., reads aloud every day from a book her students choose.

"*Superfudge* and *Tales of a Fourth Grade Nothing* are among their favorites—all the things they're feeling are the things the characters feel," Tulis says.

"Some of the kids would rather do anything than read. But after I've read a book like *Superfudge* that makes them all laugh out loud, these kids will go and get that book and look up the funny parts. Next time they may pick up another book by the same author. I know there's a danger that they'll always stick to one author and one kind of book, but it's better just to get them reading and then try to broaden their interests later."

Betsy Tulis

Blume

. . . and Censors

are really enthusiastic.

Awareness and a genuine concern for the kids go so far—I get letters from kids who say, "I love my teacher," or "My teacher is really nice."

I'm overwhelmed by the letters; I can only imagine how overwhelmed I would be by the children. It would be hard to separate what's happening in their lives from what's happening in the classroom. I don't know how teachers do it.

What would you say to teachers about the kinds of books children should read?

I think it's important not to judge what a child chooses to read, but just to encourage reading. While we want them to be discriminating readers, we want them first to be readers.

I've heard that sometimes children have been told that if they do a book report on one of my books they'll get a lower grade, because they'd read them anyway. That's not, I think, a good kind of statement to make to the child.

What's important is that we recognize that no book is right for every student. I had a letter from a girl who was 15 or 16, who said, "I don't know who I am, and I don't know where I belong, and so I read to find myself." It's important for that child to be able to find herself, and it's important for another child to be able to escape to a completely different world.

How do you react to the censorship of your books in some classrooms or libraries?

I'm hearing less about my books being censored now than right after Reagan was elected. At that point there seemed to be about four times as much censorship, practically overnight. It was very, very heavy for the first two years he was president.

I'm hearing less about it now, but that doesn't mean it isn't going on. How many times does a parent come in and complain and the book is simply removed? I don't know. What I do know is that I try to encourage kids and adults to get out there and care enough to do something.

I think children believe too often that there's no way they can make a difference. It's very important for an adult to be willing to talk with them about how we don't have to sit back and take whatever comes, to go over with them what can be done. It's very important for anybody who cares about freedom to say, "Now, wait a minute! This is not right, to let a few people choose the reading for all of us."

There are certain books around that make me cringe, too—I hate the written-to-order romances—but I would never forbid my child or anyone else's to read them. I would just make them aware of what else is available.

What do you do to encourage people to oppose censorship?

My basic way of dealing with censorship was by starting the KIDS Fund, which supports programs that help make kids and parents more comfortable talking to each other. I believe that censorship grows out of fear, and fear comes from the adult who is insecure about talking about certain issues with the child and so finds it easier to say *no* than to let it come out in the open. If you take a book away from your child, you're sending a message: "Here's something we can't talk about."

Steve Northup

Is that "something" usually sex?

I think sex *is* the hardest thing for parents and children to talk about, because generation after generation we're not doing any better job in sexuality education. Even beyond the complications of emotions and privacy, for the most part we don't have the facts about how to do that kind of education.

Would you ever allow any of your books to be made into TV programs or films?

I don't think it's necessary to film every book. I love films myself and would certainly like to work creatively on a film. But I remember when my son was about 9 or 10 he loved Betsy Byars' *Eighteenth Emergency* and it came on television. I remember waiting with him—we were so excited that we were going to see it. And I remember how upset he was when he saw how they did it, because it ruined what had been a very important book for him.

I learned from that. I don't want my books ruined, although I think some books can be filmed with less risk than others. *Margaret* is so special to me and to so many children that I wouldn't even think of letting anyone film it now.

Are kids different today than they were when you were growing up?

I don't think the basics have changed—not the feelings, not the concerns, not the problems—even though lifestyles have changed. When I was a kid, I didn't know anybody who was divorced, but I don't think that meant we were trouble-free.

A lot of kids today are truly worried about whether they'll have the chance to find out what it's like to grow up or if somebody will press a button and take this chance away from them. But I can remember in junior high school in the '50s having civil defense practices, where you had to go into the hall and hide your head and cover the back of your neck. And that was frightening.

Most of all, kids today seem to want what people always want—to be loved and accepted. In their letters, the feeling comes through so often that "I'll never please my parents, they'll never be satisfied with me."

Class-y Correspondence

A few simple steps can make handling your class's mail much easier for Blume, or any other writer.

► Allow at least six weeks from the time the publisher receives your letters before you start expecting an answer. Authors don't always stay put (Blume is often away for months at a time), so after the publisher gets around to forwarding the mail, there can still be a long wait for an answer. This means it's impractical to write for information that's going to be needed by a particular date.

► Put all the letters from your class in one envelope, with a covering letter. Consolidating the letters can cut the time it takes to get an answer by as much as a month.

► If you want brochures about Blume for every student in the class, just ask the publisher for them. The address is Bradbury Press, 2 Overhill Road, Scarsdale, NY 10583.

► A reader's personal reaction to a book or a comment about something relevant in the reader's own life and thinking makes a much more interesting letter for a writer to get than a fan letter that could go to almost any famous person interchangeably.

At the other end of the country, librarian Mary Henry of the South Shore Middle School in Seattle, Wash., has found that "Judy Blume you don't have to sell—her books just go like dynamite. She has a knack for finding topics and relating to kids; she knows how to write for kids about what concerns them."

But there's one thing that disappoints teachers and librarians, Henry notes: the fact that Blume "started off on this sex bit. Middle school kids ask for these adult books she's written, and many of them buy them at the bookstores because they're so in love with Judy Blume."

"I can't buy enough of her books for the school library," Henry adds. "I try to get at least three copies per title, but there's a lot of replacement. They get worn out or kids keep them, and the *blu* shelf is always empty."

Mary Henry

Henry commends Blume for getting parents involved: "That's a step in the right direction. The kids get more open with the parents, and the parents know more about what the kids are thinking."

South Shore, part of Seattle's school desegregation project, has almost 1,000 students in grades 6 through 8. It's mostly sixth and seventh graders who like the Blume books, Henry reports—and they don't have to be any particular kind of child. "Special ed through gifted, any racial or ethnic background, they all like her. Some of my most alienated, most troubled kids seem to feel that Judy Blume gives them a kind of security. In any questionnaire about favorite writers, she always tops the list."

—*Jane Power*

Judy Blume's Books for Children and Young Adults

Are You There, God? It's Me, Margaret. Bradbury Press.

Blubber. Bradbury Press.

Deenie. Bradbury Press.

Forever. Bradbury Press.

Freckle Juice. Four Winds Press.

Iggie's House. Bradbury Press.

It's Not the End of the World. Bradbury Press.

The One in the Middle Is the Green Kangaroo. Bradbury Press.

Otherwise Known as Sheila the Great. Dutton.

Starring Sally J. Freedman as Herself. Bradbury Press.

Superfudge. Dutton.

Tales of a Fourth Grade Nothing. Dutton.

Then Again, Maybe I Won't. Bradbury Press.

Tiger Eyes. Bradbury Press.

All the books except *Forever* have appeared in Dell paperback editions. Pocket Books has issued a paperback *Forever*.

RESOURCES

Teaching Economics with Graphics

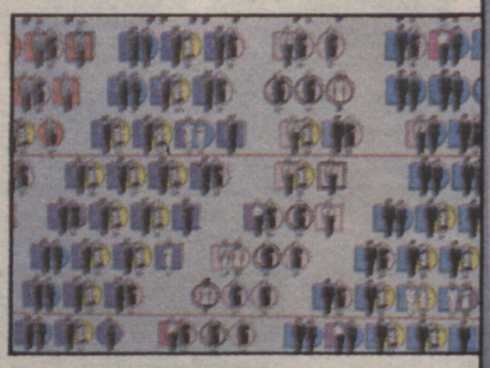
What is the middle class? Who are the poor? How many Americans have annual incomes over $60,000? What are their occupational, racial, and family characteristics? How can you make social stratification and income distribution more than theoretical concepts for your social studies class?

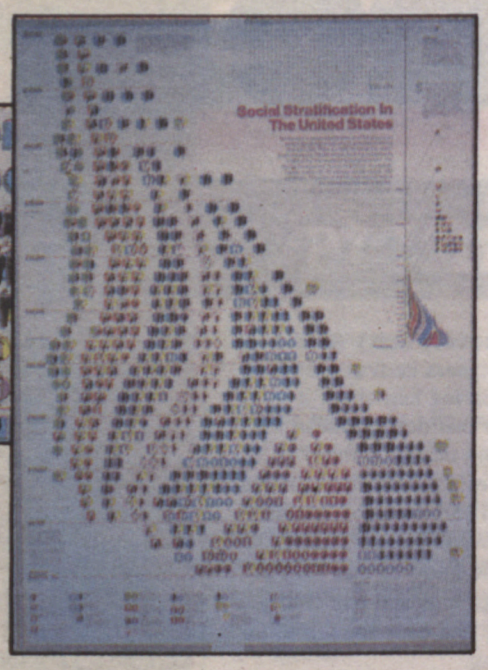
Economist and educator Stephen Rose has come up with a teaching tool that answers all these questions—and more. It's a multicolored three-by-four-foot poster titled "Social Stratification in the United States."

At first glance the poster looks like a series of vertical waves, each peopled with small figures clothed in a variety of outfits. But it's really a very detailed chart—a breakdown of the adult population of the United States by annual income. It shows the occupations, sex, and racial and family characteristics within each income grouping.

How many adult Americans earn between $6,000 and $12,000 a year? How many of them are men, women; married, single; white, black, Hispanic, Asian; how many support dependents? What kinds of jobs do they hold? It's all there.

"I use the poster to teach social stratification," says NEA member Paul Davis, coordinator of the social studies department at Corvallis (Oregon) High School. "The poster graphically shows the tremendous range in incomes in the U.S. and the characteristics of people at each income level. It also provides a tool for examining the difference between income and wealth.".





Demographic statistics take on a human touch in a poster that's become a popular teaching tool. "It's difficult to understand what America is really like," says the poster's creator, economist Stephen Rose. "We tend to think that most people are like us."

Davis, a teacher for 32 years, adds, "Sociology books give general statistics about social stratification. But you can't see the gradations, where clustering occurs, where single women or parents fall. The poster enables you to look at all of these things in detail."

That, says economist Rose, is why he developed the poster. To show—with graphics, not numbers—the diversity of the U.S. population and the interrelationships among income, wealth, occupation, sex, race, and family type.

Rose designed his poster with teachers in mind—and reports it's been used from the ninth grade through the college level to teach everything from economics, sociology, and American history to current events, family budgets, and graph-reading skills.

"It's difficult to understand what America is really like," Rose contends. "We tend to live in fairly homogeneous communities, go to homogeneous schools, and think that most people are like us. When I taught social stratification to gifted high school students in a program at Johns Hopkins University in Baltimore, I would ask them to write down their family income and the percentile they thought they were in. They would write: $70,000; 70th percentile. In fact, an annual income of $70,000 is the 97th percentile. But we all think we're middle class—whether we earn $18,000 or $100,000 a year."

Association activist Orlando Cola, who chairs the social studies department at Austintown (Ohio) Fitch High School, reports using the poster with his American history classes all year long.

"I use it as a lecture tool, a discussion tool, and with my honors class as a starting point for research projects," Cola says. "We use it to talk about the Founding Fathers, the influx of immigrants and industrialization of America after the Civil War, the president's State of the Union address."

Austintown is a middle class suburb of Youngstown, Ohio, one of America's declining industrial communities.

"The poster helps my students understand their families, their community, the larger Youngstown area, the state, and the nation," adds Cola, a 27-year teaching veteran.

"I have the students go back several generations and look at when their grandparents or great-grandparents came to this country; look at stratification and mobility in America; at who is in the middle class, who is at the top, and how they got there."

The current, third edition of the poster shows the status of the U.S. population in 1983. The information on it was calculated from U.S. Census Bureau and Labor Department statistics.

The poster and an accompanying booklet explaining the statistics and giving some teaching suggestions are available for $11 from Social Graphics Co., 533 18th Ave. East, Seattle, WA 98112. Additional booklets can be ordered separately for $3 each.

—Heidi Steffens

Free or Inexpensive

CIVICS/POLITICS

***1984 Presidential Election: Follow the Candidates and Issues* (poster).** Provides a format for tracking presidential, senatorial, congressional, and gubernatorial contests and issues—plus a curriculum and resource guide. 23" x 35." $5.75. Calif. residents add 6 percent sales tax. Creative Information Services, 7460 Cortina, Atascadero, CA 93422.

Teaching the Excitement of Politics in America. Taft Institute for Two-Party Government. Thirty prize-winning lesson plans on American government (K-12), designed by teachers—many themselves active in politics—who won places in the Institute's seminar on practical politics. 110 pp. $12. The Taft Institute for Two-Party Government, 420 Lexington Ave., New York, NY 10170.

HEALTH / NUTRITION

Contemporary Nutrition. General Mills, Inc. Newsletter that consists each month of an article by a distinguished health professional on a nutrition-related subject such as *caffeine* or *yogurt*. Free subscriptions to health and nutrition professionals only. Gloria T. Florey, Production Manager, General Mills, Inc., P.O. Box 1112, Dept. 65, Minneapolis, MN 55440.

WORLD FOOD DAY

World Food Day School Materials. Reproducible materials for teaching about food and agriculture on World Food Day, October 16. Single copies, free; specify grade level from kindergarten through high school. National Committee for World Food Day, 1001 22nd St., N.W., Washington, DC 20437.

RADIO PROGRAMS

National Public Radio 1984 Cassette Catalog. Lists more than 700 of NPR's programs that are available for sale on audiocassette. 40 pp. Free. National Public Radio, Cassette Publishing, 2025 M St., N.W., Washington, DC 20036.

VOCATIONAL EDUCATION

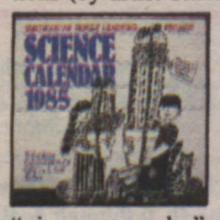
A Nation at Work: Education and the Private Sector. National Advisory Council on Vocational Education. Summarizes testimony on business/vocational education relationships given at five regional forums held by NACVE last year. Lists recommendations made by NACVE and the National Alliance of Business. 35 pp. $5. National Alliance of Business, 1015 15th St., N.W., Washington, DC 20005.

CLASSROOM MANAGEMENT

Cooperation in the Classroom: Students and Teachers Together. James S. Cangelosi. Offers middle and high school teachers tactics in such areas as room arrangement, rule setting, and dealing with off-task behavior that will encourage student cooperation. 64 pp. $6.95. Stock no. 1690-4-00-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (or order via the postage-paid reply envelope following page 112 in the 1984-85 *Today's Education* annual).

SCIENCE

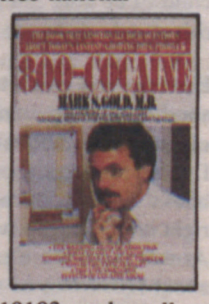
Smithsonian Family Learning Project 1985 Science Calendar. Text and illustrations (by artist Simms Taback) on the top half of each monthly page describe a scientific activity that children and their parents can do together (such as studying "pizza geography" or making a "ground effect" machine). All activities were developed and tested by the Smithsonian Institution's Family Learning Project. 16" x 32." Single copy, $9.95. Multiple copies are available at reduced rates. GMG Publishing, 25 W. 43rd St., New York, NY 10036.



How Aluminum Is Made (wall chart). Illustrates the mining, processing, and recycling of aluminum. 23" x 35." Grades 7 and up. Free. Manager, Educational Services, The Aluminum Association, Inc., 818 Connecticut Ave., N.W., Washington, DC 20006.

DRUG ABUSE

800-Cocaine. Mark S. Gold, M.D. The basics on cocaine abuse and treatment by the founder of the toll-free national hotline for cocaine users and victims. 85 pp. $2.95 in bookstores. Discounts of 44 percent are available on orders of 24 copies or more. Contact Bantam Books, Special Sales, at 666 Fifth Ave., New York, NY 10103, or by toll-free telephone (800) 223-6834. New York state residents telephone (212) 765-6500.



NOSTALGIA

Rural One-Room Schools of Mid-America. Leslie C. Swanson. Anecdotes and photographs of one-room schools of the Middle West, collected and published by the author. 40 pp. $3. L. C. Swanson, P.O. Box 334-RS, Moline, IL 61265.

The "Free or Inexpensive" feature is included in NEA Today *as a service to readers. Items listed are selected by the editors at their discretion from review copies submitted by publishers. Since this column is editorial matter rather than advertising, there is no charge for listings.*

LEGISLATIVE REPORT CARD

The 98th Congress has been marked by a distinct shift in mood from that of its predecessor. Education, which lost ground in the first two years of the Reagan Administration, has emerged once again as a vital and significant bipartisan concern.

Signs of the mood change in the 98th Congress have included the passage of budget targets and appropriations that substantially boosted education funding levels over those proposed by the Reagan Administration. This Congress refused to go along with the President's plan for a massive shift of federal funds away from social programs and into defense. It also rejected tuition tax credit legislation and passed several important education initiatives.

However, right-wing pressure to dismantle the U.S. Department of Education and to introduce sectarian practices into the public schools continues.

The Legislative Report Card that follows shows the critical votes on a variety of issues of concern to NEA during the period from January 1983 through August 1984. A final report card on the 98th Congress will be available in December.

Legislative Report Card 98th Congress

January 1983–August 1984

Note that several important proposals were adopted by the House or Senate by voice votes or by such overwhelming margins that they have not been included here as voting record items. Such bills include, in both House and Senate, the Vocational Education Act reauthorization and a new initiative to enhance math and science education; and on the House side, the Civil Rights Act of 1984, the School Facilities Child Care Act, the Foreign Language Assistance Act, the Talented Teachers Act, and bills to expand the school lunch and child nutrition programs.

Voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local NEA affiliates as they decide which incumbents to endorse for reelection. Political judgments about each individual's stance on education are based on a careful review of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

U.S. House of Representatives

Key:

+ Right according to NEA position
– Wrong according to NEA position
NV Not voting
P Voted 'Present'
0 Vote taken prior to member's election to Congress

First Session

1. Question: **Shall the House increase the budget target for education in fiscal year 1984 to $16.3 billion?**

NEA position: Yes
Outcome: 229 yes, 196 no

The motion: To adopt the First Concurrent Resolution on the Budget, FY1984.
Roll Call #46 March 23, 1983

2. Question: **Shall the House reinstate federal assistance for school desegregation?**

NEA position: Yes
Outcome: 299 yes, 120 no

The motion: To pass the bill (HR 2207) reauthorizing the Emergency School Aid Act.
Roll Call #170 June 7, 1983

3. Question: **Shall the House eliminate $964 million from the Education and Labor Committee's education authorizations for fiscal year 1984?**

NEA position: No
Outcome: 124 yes, 283 no

The motion: To strike language from the bill (HR 3520) increasing authorizations for certain education programs.
Roll Call #329 September 13, 1983

4. Question: **Shall the House approve $700 million for public school building renovations?**

NEA position: Yes
Outcome: 246 yes, 178 no

The motion: To pass the bill (HR 1036) to provide job opportunities in high unemployment areas in projects to repair public buildings.
Roll Call #351 September 21, 1983

5. Question: **Shall the House increase funding of education programs by $175 million in the fiscal year 1984 appropriations bill?**

NEA position: Yes
Outcome: 302 yes, 111 no

The motion: To adopt the Wright amendment to the bill (HR 3913) making education appropriations for FY1984.
Roll Call #353 September 22, 1983

6. Question: **Shall the House pass a continuing resolution containing an additional $729 million for education programs?**

NEA position: Yes
Outcome: 203 yes, 206 no

The motion: To pass the resolution (HJR 403) making continuing appropriations for FY1984.
Roll Call #470 November 8, 1983

7. Question: **Shall the House pass the Equal Rights Amendment to the U.S. Constitution?**

NEA position: Yes
Outcome: 278 yes, 147 no (failed for lack of two-thirds vote)

The motion: To suspend the rules and pass the resolution (HJR 1).
Roll Call #504 November 15, 1983

Second Session

8. Question: **Shall the House mandate religious meetings in public schools?**

NEA position: No
Outcome: 270 yes, 151 no (failed for lack of two-thirds vote)

The motion: To suspend the rules and pass the Equal Access Act (HR 5345).
Roll Call #145 May 15, 1984

9. Question: **Shall the House reauthorize 11 expiring education programs (including the Adult Education Act, the Bilingual Education Act, Impact Aid, the Women's Educational Equity Act, Indian education, immigrant education, and the Asbestos School Hazards and Detection Act)?**

NEA position: Yes
Outcome: 307 yes, 85 no

The motion: To pass HR 11, the Education Amendments of 1984.
Roll Call #326 July 26, 1984

10. Question: **Shall the House reduce funding levels for education appropriations by 5.9 percent?**

NEA position: No
Outcome: 144 yes, 276 no

The motion: To pass the Frenzel amendment cutting discretionary funds in the Labor/Health and Human Services/Education appropriations bill for fiscal year 1985 (HR 6028).
Roll Call #334 August 1, 1984

	Vote number 1	2	3	4	5	6	7	8	9	10	% Pro-NEA
ALABAMA											
1 Edwards (R)	–	–	–	–	+	–	–	–	+	–	20
2 Dickinson (R)	–	+	–	–	+	–	–	–	+	+	40
3 Nichols (D)	–	+	+	+	+	–	–	–	+	–	50
* 4 Bevill (D)	+	+	+	+	+	+	+	–	+	+	90
5 Flippo (D)	+	+	NV	+	+	–	+	–	+	+	78
* 6 Erdreich (D)	–	+	+	+	+	–	+	–	+	+	70
7 Shelby (D)	–	+	+	+	+	–	–	–	+	–	50
ALASKA											
* 1 Young (R)	–	+	NV	+	+	NV	+	–	+	+	75
ARIZONA											
1 McCain (R)	–	–	–	–	–	–	–	–	–	–	0
2 Udall (D)	+	+	+	+	+	+	+	+	+	+	100
3 Stump (R)	–	–	NV	–	–	–	–	+	NV	–	13
4 Rudd (R)	–	–	–	–	–	–	–	–	NV	–	0
5 McNulty (D)	+	+	+	+	+	+	+	+	+	+	100
ARKANSAS											
* 1 Alexander (D)	+	+	+	+	+	+	+	–	NV	+	89
2 Bethune (R)	–	+	+	–	NV	–	–	–	NV	–	25
3 Hammerschmidt (R)	–	+	–	–	+	–	–	–	+	–	30
* 4 Anthony (D)	+	+	+	+	+	+	NV	–	+	NV	88
CALIFORNIA											
* 1 Bosco (D)	+	+	+	+	+	+	+	+	+	–	90
2 Chappie (R)	–	–	–	–	+	–	+	–	NV	–	22
* 3 Matsui (D)	+	+	+	+	+	+	+	+	+	+	100
* 4 Fazio (D)	+	+	+	+	+	+	+	NV	+	+	100
* 5 Burton (D)	0	0	+	+	+	+	+	+	+	+	100
* 6 Boxer (D)	+	+	+	+	+	+	+	+	NV	+	100
* 7 Miller (D)	+	+	+	+	+	+	+	+	+	+	100
* 8 Dellums (D)	+	+	NV	+	+	+	+	+	+	+	100
* 9 Stark (D)	+	+	+	+	+	+	+	+	+	+	100
*10 Edwards (D)	+	+	+	+	+	+	+	+	+	+	100
*11 Lantos (D)	+	+	+	+	+	+	+	+	+	+	100
12 Zschau (R)	–	+	–	–	–	–	+	+	–	–	30
*13 Mineta (D)	+	+	+	+	+	+	+	+	+	+	100
14 Shumway (R)	–	–	–	–	–	–	–	–	–	–	0
*15 Coelho (D)	+	+	+	+	+	+	+	+	+	+	100
*16 Panetta (D)	+	+	+	+	+	+	+	+	+	+	100
17 Pashayan (R)	–	+	NV	–	–	–	–	–	–	–	11
*18 Lehman (D)	+	+	+	+	+	+	+	+	+	+	100
19 Lagomarsino (R)	–	–	–	–	–	–	–	–	+	–	10
20 Thomas (R)	–	–	–	–	–	–	+	–	NV	–	11
21 Fiedler (R)	–	–	–	–	–	–	+	–	+	+	30
22 Moorhead (R)	–	–	–	–	–	–	–	–	–	–	0
23 Beilenson (D)	+	+	+	+	+	+	+	+	+	+	100
*24 Waxman (D)	+	+	+	NV	+	+	+	+	+	+	100
*25 Roybal (D)	+	+	+	+	+	+	+	+	+	+	100
*26 Berman (D)	+	+	+	+	+	+	+	+	+	+	100
*27 Levine (D)	+	+	+	+	+	+	+	+	+	+	100
*28 Dixon (D)	+	+	+	+	+	+	+	+	+	+	100
*29 Hawkins (D)	+	+	+	+	+	+	+	+	+	+	100
*30 Martinez (D)	+	NV	+	+	NV	+	+	+	+	+	100
*31 Dymally (D)	+	+	+	+	+	+	+	+	+	+	100
32 Anderson (D)	+	+	+	+	+	+	+	+	+	+	100
33 Dreier (R)	–	–	–	–	–	–	–	–	–	–	0
*34 Torres (D)	+	+	+	+	+	+	+	+	+	+	100
35 Lewis (R)	–	+	–	–	NV	–	NV	–	–	–	13
*36 Brown (D)	+	NV	+	+	+	+	+	+	+	+	100
37 McCandless (R)	–	–	–	–	–	–	–	–	–	–	0
*38 Patterson (D)	+	+	NV	+	+	+	+	–	+	+	89
39 Dannemeyer (R)	–	–	–	–	–	–	–	–	NV	–	0
40 Badham (R)	–	NV	–	–	–	–	–	–	–	–	0
41 Lowery (R)	–	–	–	–	–	–	–	–	–	–	0
42 Lungren (R)	–	–	–	–	–	–	–	–	–	–	0
*43 Packard (R)	–	–	–	–	–	–	–	–	–	–	0
*44 Bates (D)	+	+	+	+	+	–	+	NV	+	+	89
45 Hunter (R)	–	+	–	–	–	–	–	–	–	–	10
COLORADO											
* 1 Schroeder (D)	+	+	+	+	+	–	+	+	+	–	80
* 2 Wirth (D)	+	+	+	+	+	+	+	+	+	+	100
* 3 Kogovsek (D)	+	+	+	+	+	+	+	+	NV	+	100
* 4 Brown (R)	–	–	–	–	+	–	+	–	–	–	20
5 Kramer (R)	–	–	–	–	–	–	–	–	–	–	0
* 6 Schaefer (R)	0	–	–	–	–	–	–	–	–	–	0
CONNECTICUT											
* 1 Kennelly (D)	+	+	+	+	+	+	+	+	+	+	100
* 2 Gejdenson (D)	+	+	+	+	+	+	+	+	+	+	100
* 3 Morrison (D)	+	+	+	+	+	–	+	+	+	+	90
* 4 McKinney (R)	–	+	+	+	+	–	+	+	+	+	80
* 5 Ratchford (D)	+	+	+	+	+	+	+	+	+	+	100
* 6 Johnson (R)	–	+	+	+	+	+	+	+	+	+	90
DELAWARE											
* 1 Carper (D)	+	+	+	–	+	–	+	–	+	+	70
FLORIDA											
1 Hutto (D)	–	+	+	–	+	+	–	–	NV	+	56
2 Fuqua (D)	+	+	+	+	+	+	–	–	+	+	80
3 Bennett (D)	–	+	+	+	–	–	–	–	+	–	40
4 Chappell (D)	–	+	+	+	+	+	–	–	+	+	70
5 McCollum (R)	–	–	–	–	–	–	–	+	–	–	10
6 MacKay (D)	+	+	+	–	+	–	+	–	+	+	70
7 Gibbons (D)	+	+	+	+	+	–	+	+	+	–	80
8 Young (R)	–	+	+	–	+	–	–	–	+	+	50
9 Bilirakis (R)	–	–	–	–	+	–	–	–	+	+	30
10 Ireland (D)	–	+	+	–	–	–	–	–	+	–	30
11 Nelson (D)	+	+	+	–	+	–	+	–	+	–	60
12 Lewis (R)	–	–	–	–	+	–	+	–	+	+	40

*Cosponsor of the American Defense Education Act.
**Speaker of the House normally does not vote.

LEGISLATIVE REPORT CARD

	Vote number 1	2	3	4	5	6	7	8	9	10	% Pro-NEA
13 Mack (R)	—	—	—	—	—	—	+	—	—	—	10
14 Mica (D)	+	+	+	—	+	+	+	—	NV	+	78
15 Shaw (R)	—	—	—	—	—	—	—	—	NV	—	0
*16 Smith (D)	+	+	+	+	+	+	+	+	+	+	100
*17 Lehman (D)	+	+	+	+	+	+	+	+	+	+	100
*18 Pepper (D)	+	+	+	+	+	+	+	+	+	+	100
19 Fascell (D)	+	+	+	+	+	+	+	+	+	+	100
GEORGIA											
* 1 Thomas (D)	—	+	+	—	+	+	—	—	+	+	60
* 2 Hatcher (D)	—	+	+	+	+	+	+	—	NV	+	78
3 Ray (D)	—	—	+	—	+	—	—	—	—	—	20
4 Levitas (D)	—	+	+	—	+	—	+	—	+	—	50
* 5 Fowler (D)	+	+	+	+	+	+	+	—	+	+	90
* 6 Gingrich (R)	—	—	NV	—	—	—	—	—	—	—	0
* 7 Darden (D)	0	0	0	0	0	0	+	—	+	—	50
8 Rowland (D)	—	+	+	—	+	+	—	—	+	+	60
* 9 Jenkins (D)	+	+	+	—	+	NV	NV	—	+	+	75
10 Barnard (D)	—	—	+	—	+	—	—	—	+	—	30
HAWAII											
* 1 Heftel (D)	+	NV	NV	NV	NV	+	+	—	+	+	83
* 2 Akaka (D)	+	+	+	+	+	+	+	+	+	+	100
IDAHO											
1 Craig (R)	—	—	NV	—	—	—	—	—	—	—	0
2 Hansen (R)	—	—	—	—	—	—	—	NV	NV	—	0
ILLINOIS											
* 1 Hayes (D)	0	0	+	+	+	+	+	+	+	+	100
* 2 Savage (D)	+	+	+	+	+	+	+	+	+	+	100
* 3 Russo (D)	—	+	+	+	+	—	—	+	+	+	70
4 O'Brien (R)	—	+	—	+	—	NV	+	—	+	+	56
5 Lipinski (D)	+	+	+	+	+	+	—	—	+	+	80
6 Hyde (R)	—	—	—	—	—	—	—	—	—	—	0
* 7 Collins (D)	+	NV	+	+	+	+	+	+	+	+	100
8 Rostenkowski (D)	+	+	NV	+	+	+	+	NV	NV	+	100
* 9 Yates (D)	+	+	+	+	+	+	+	+	+	+	100
10 Porter (R)	—	+	—	—	—	+	+	+	+	+	60
11 Annunzio (D)	+	+	+	+	+	+	+	+	+	+	100
12 Crane, Philip (R)	—	NV	—	—	—	—	—	—	—	—	0
13 Erlenborn (R)	—	—	—	—	—	—	—	—	—	—	0
14 Corcoran (R)	—	—	NV	—	NV	—	—	—	NV	—	0
15 Madigan (R)	—	—	—	—	—	—	—	—	+	+	20
16 Martin (R)	—	+	NV	—	—	—	+	—	—	—	22
*17 Evans (D)	+	+	+	+	+	+	+	+	+	+	100
18 Michel (R)	—	—	—	—	—	—	—	—	—	—	0
19 Crane, Daniel (R)	—	—	—	—	—	—	—	—	—	—	0
*20 Durbin (D)	+	+	+	+	+	—	+	+	+	+	90
*21 Price (D)	+	+	+	+	+	+	+	—	+	+	90
*22 Simon (D)	+	+	+	+	NV	+	+	+	NV	+	100
INDIANA											
* 1 Hall (D)	+	NV	+	+	+	+	+	NV	+	+	100
* 2 Sharp (D)	+	+	+	+	NV	—	+	—	+	+	78
3 Hiler (R)	—	—	—	—	—	—	—	—	—	—	0
4 Coats (R)	—	—	—	—	—	—	—	—	—	—	0
5 Hillis (R)	—	—	—	—	NV	—	—	—	—	—	0
6 Burton (R)	—	—	—	—	—	—	—	—	—	—	0
7 Myers (R)	—	—	—	—	+	—	—	—	—	—	10
* 8 McCloskey (D)	+	+	+	+	+	—	+	—	+	+	80
* 9 Hamilton (D)	+	+	+	+	+	+	+	—	+	+	90
10 Jacobs (D)	+	+	+	+	+	—	+	—	+	+	80
IOWA											
* 1 Leach (R)	—	+	+	+	+	—	+	+	NV	—	67
2 Tauke (R)	—	—	NV	—	+	—	—	—	—	—	11
3 Evans (R)	—	—	+	—	+	—	+	—	+	—	40
* 4 Smith (D)	—	+	+	+	+	+	+	+	+	+	90
* 5 Harkin (D)	+	+	+	+	+	+	+	—	+	+	90
6 Bedell (D)	+	+	+	+	+	—	—	—	+	—	60
KANSAS											
1 Roberts (R)	—	—	—	—	—	—	—	—	—	—	0
* 2 Slattery (D)	+	+	+	+	—	—	+	+	+	—	70
3 Winn (R)	—	—	—	—	—	NV	—	—	—	—	0
* 4 Glickman (D)	+	+	+	+	+	+	+	+	+	+	100
5 Whittaker (R)	—	—	—	—	—	—	—	—	—	—	0
KENTUCKY											
* 1 Hubbard (D)	+	NV	NV	+	+	—	—	—	NV	+	57
* 2 Natcher (D)	+	+	+	+	+	+	+	—	+	+	90
* 3 Mazzoli (D)	+	+	+	+	+	+	—	—	+	+	80
4 Snyder (R)	—	—	—	—	—	—	—	—	+	+	20
5 Rogers (R)	—	—	NV	—	+	—	—	—	+	+	33
6 Hopkins (R)	—	+	—	—	+	—	+	—	+	+	50
7 Vacancy											
LOUISIANA											
1 Livingston (R)	—	+	—	—	NV	—	—	—	—	+	22
* 2 Boggs (D)	+	+	+	+	+	+	+	—	NV	+	89
* 3 Tauzin (D)	—	+	—	+	—	—	+	—	+	—	40
4 Roemer (D)	—	+	—	+	—	—	—	—	—	—	20
5 Huckaby (D)	—	+	—	+	—	—	+	—	+	—	40
6 Moore (R)	—	+	—	—	—	—	—	—	—	—	10
* 7 Breaux (D)	—	+	—	+	—	—	+	—	+	—	40
* 8 Long (D)	+	+	+	+	+	+	+	—	+	+	90
MAINE											
1 McKernan (R)	—	+	+	—	+	+	+	—	+	+	70
2 Snowe (R)	—	+	+	—	+	—	+	—	+	+	60
MARYLAND											
* 1 Dyson (D)	—	+	+	+	+	+	+	—	+	+	80
* 2 Long (D)	+	+	+	+	+	+	+	+	+	+	100
* 3 Mikulski (D)	+	+	NV	+	+	+	+	+	+	+	100
4 Holt (R)	—	—	NV	—	—	—	+	—	—	+	22
* 5 Hoyer (D)	+	+	+	+	+	+	+	+	+	+	100
6 Byron (D)	—	—	+	+	+	—	+	—	+	+	60
* 7 Mitchell (D)	+	+	+	+	+	+	+	+	+	+	100
* 8 Barnes (D)	+	+	+	+	+	+	+	+	+	+	100
MASSACHUSETTS											
* 1 Conte (R)	—	+	+	+	+	—	+	+	+	+	80
* 2 Boland (D)	+	+	+	+	+	+	+	+	NV	+	100
* 3 Early (D)	+	+	+	+	+	NV	+	+	NV	+	100
* 4 Frank (D)	+	+	+	+	+	+	+	+	+	+	100
* 5 Shannon (D)	+	+	+	+	+	+	+	+	+	+	100
* 6 Mavroules (D)	+	+	+	+	+	+	+	+	+	+	100
* 7 Markey (D)	+	+	+	+	+	+	+	+	+	+	100
** 8 O'Neill (D)	0	0	0	0	0	0	+	0	0	0	100
* 9 Moakley (D)	+	+	+	+	+	+	+	+	+	+	100
*10 Studds (D)	+	+	+	+	+	+	+	+	NV	+	100
*11 Donnelly (D)	+	+	+	+	+	+	+	+	+	+	100
MICHIGAN											
* 1 Conyers (D)	+	+	+	+	+	+	+	+	+	+	100
* 2 Pursell (R)	—	+	+	—	+	—	+	—	+	+	60
* 3 Wolpe (D)	+	+	+	+	+	+	+	+	+	+	100
4 Siljander (R)	—	—	—	—	—	—	—	—	—	—	0
5 Sawyer (R)	—	+	—	—	+	—	NV	—	+	—	33
* 6 Carr (D)	+	+	+	+	+	+	+	—	+	+	90
* 7 Kildee (D)	+	+	+	+	+	+	+	+	+	+	100
* 8 Traxler (D)	+	+	+	+	+	+	+	—	+	+	90
9 Vander Jagt (R)	—	+	—	—	+	—	—	—	+	—	30
*10 Albosta (D)	+	+	+	+	+	+	+	—	+	—	80
*11 Davis (R)	—	+	+	+	+	+	—	—	+	+	70
*12 Bonior (D)	+	+	+	+	+	+	+	+	+	+	100
*13 Crockett (D)	+	+	+	+	+	—	+	+	+	+	90
*14 Hertel (D)	+	+	+	+	+	+	+	+	+	+	100
*15 Ford (D)	+	+	+	+	+	+	+	+	+	+	100
*16 Dingell (D)	+	+	+	NV	+	+	+	—	+	+	89
*17 Levin (D)	+	+	+	+	+	—	+	+	+	+	90
18 Broomfield (R)	—	—	—	—	—	—	—	—	—	—	0
MINNESOTA											
* 1 Penny (D)	+	+	+	—	+	—	+	—	+	—	60
* 2 Weber (R)	—	—	—	—	+	—	—	—	+	—	20
3 Frenzel (R)	—	—	—	—	—	—	+	—	—	—	10
* 4 Vento (D)	+	+	+	+	+	+	+	+	NV	+	100
5 Sabo (D)	+	+	+	+	+	+	+	+	+	+	100
* 6 Sikorski (D)	+	+	+	+	+	+	+	—	+	+	90
7 Stangeland (R)	—	—	—	—	—	—	—	—	+	—	10
* 8 Oberstar (D)	+	+	+	+	+	+	+	+	+	+	100
MISSISSIPPI											
1 Whitten (D)	+	+	+	+	+	+	+	—	+	+	90
2 Franklin (R)	—	—	—	—	—	—	—	—	—	—	0
3 Montgomery (D)	—	—	—	—	—	—	—	—	—	—	0
* 4 Dowdy (D)	+	+	+	+	+	+	+	—	+	+	90
5 Lott (R)	—	—	—	—	—	—	—	—	—	—	0
MISSOURI											
* 1 Clay (D)	+	+	NV	+	+	+	+	+	+	+	100
* 2 Young (D)	+	—	+	+	+	+	—	+	+	+	80
* 3 Gephardt (D)	+	+	+	+	+	+	+	+	+	+	100
* 4 Skelton (D)	—	—	+	+	+	+	—	—	+	+	60
* 5 Wheat (D)	+	+	+	+	+	+	+	+	+	+	100
6 Coleman (R)	—	—	—	—	+	—	—	+	+	+	40
7 Taylor (R)	—	—	—	—	—	—	—	—	NV	—	0
8 Emerson (R)	—	—	—	—	—	—	—	—	+	+	20
* 9 Volkmer (D)	+	—	+	+	+	—	+	—	+	+	70
MONTANA											
* 1 Williams (D)	+	+	+	+	+	+	+	+	+	+	100
* 2 Marlenee (R)	—	+	—	NV	—	—	—	—	—	—	11
NEBRASKA											
* 1 Bereuter (R)	—	+	+	—	+	—	+	—	+	+	60
2 Daub (R)	—	—	+	—	—	—	+	—	+	—	30
3 Smith (R)	—	—	+	—	—	—	+	—	+	+	40
NEVADA											
* 1 Reid (D)	+	+	+	+	+	—	—	+	+	+	80
2 Vucanovich (R)	—	NV	—	—	—	—	—	—	—	—	0
NEW HAMPSHIRE											
* 1 D'Amours (D)	+	—	+	—	+	+	+	—	+	NV	67
2 Gregg (R)	—	—	—	—	—	—	+	—	—	—	10
NEW JERSEY											
* 1 Florio (D)	+	+	+	+	+	NV	+	+	+	+	100
* 2 Hughes (D)	+	+	+	+	+	—	+	—	+	+	80
* 3 Howard (D)	+	+	NV	+	NV	NV	+	+	+	+	100
* 4 Smith (R)	—	+	+	+	+	+	—	—	+	+	70
5 Roukema (R)	—	—	+	—	—	—	+	—	—	+	30
* 6 Dwyer (D)	+	+	+	+	+	+	+	+	+	+	100
* 7 Rinaldo (R)	+	+	+	+	+	+	+	—	NV	—	89
* 8 Roe (D)	+	+	NV	+	+	+	+	+	+	+	100
* 9 Torricelli (D)	+	+	+	+	+	+	+	+	+	+	100
10 Rodino (D)	+	+	+	+	+	+	+	+	+	+	100
11 Minish (D)	+	+	+	+	+	+	+	+	+	+	100
12 Courter (R)	—	+	—	—	+	—	+	—	NV	—	33
13 Vacancy											
*14 Guarini (D)	+	+	+	+	+	+	+	+	+	+	100
NEW MEXICO											
1 Lujan (R)	—	—	—	—	—	—	+	—	+	—	20
2 Skeen (R)	—	—	—	—	—	—	—	—	—	—	0
* 3 Richardson (D)	+	+	+	+	+	—	+	—	+	+	80
NEW YORK											
1 Carney (R)	—	NV	+	—	+	—	—	—	—	—	22
* 2 Downey (D)	+	+	+	+	+	+	+	+	+	+	100
* 3 Mrazek (D)	+	+	+	—	+	+	+	+	+	+	90
4 Lent (R)	—	—	+	—	+	—	NV	+	+	—	44
5 McGrath (R)	—	—	+	—	+	+	—	—	+	—	50
6 Addabbo (D)	+	+	+	+	+	+	+	+	+	+	100
* 7 Ackerman (D)	+	+	+	+	+	+	+	+	+	+	100
8 Scheuer (D)	+	+	+	+	+	+	+	+	+	+	100
* 9 Ferraro (D)	+	NV	+	+	+	+	+	NV	NV	NV	100
*10 Schumer (D)	+	+	+	+	+	+	+	+	+	+	100
*11 Towns (D)	+	+	+	+	+	+	+	+	+	+	100
*12 Owens (D)	+	+	+	+	+	+	+	+	+	+	100
*13 Solarz (D)	+	+	+	+	+	+	+	NV	+	+	100
14 Molinari (R)	—	—	+	—	+	NV	NV	—	—	—	25
15 Green (R)	+	+	+	—	+	+	+	+	+	+	90
*16 Rangel (D)	+	+	+	+	+	+	+	+	+	+	100
*17 Weiss (D)	+	+	+	+	+	+	+	+	+	+	100
18 Garcia (D)	+	+	+	+	+	NV	NV	+	+	+	100
*19 Biaggi (D)	+	+	+	+	+	+	+	—	+	+	90
20 Ottinger (D)	+	+	+	+	+	+	+	+	+	+	100
21 Fish (R)	—	+	+	+	+	—	—	+	+	+	70
22 Gilman (R)	—	+	+	+	+	+	+	+	+	+	90
23 Stratton (D)	—	+	+	+	+	NV	+	—	+	+	78
24 Solomon (R)	—	—	—	—	—	—	—	—	—	—	0
*25 Boehlert (R)	—	+	+	+	+	+	+	—	+	+	80
26 Martin (R)	—	+	+	+	+	—	—	—	NV	+	56
27 Wortley (R)	—	+	—	—	—	—	+	—	+	—	30
*28 McHugh (D)	+	+	+	+	+	+	+	+	+	+	100
29 Horton (R)	—	+	+	+	+	+	+	—	+	+	80
30 Conable (R)	—	+	—	—	—	—	+	—	NV	—	22
31 Kemp (R)	—	+	—	—	—	—	—	—	—	—	10
*32 LaFalce (D)	+	+	+	+	+	+	+	—	+	+	90
*33 Nowak (D)	+	+	+	+	+	+	—	—	+	+	80
34 Lundine (D)	+	+	NV	NV	+	+	+	—	+	+	88
NORTH CAROLINA											
* 1 Jones (D)	+	+	+	+	+	+	+	—	+	+	90
2 Valentine (D)	—	+	+	—	+	+	—	—	+	+	60
3 Whitley (D)	—	+	+	+	+	+	+	—	+	+	80
* 4 Andrews (D)	+	+	NV	+	+	+	+	—	+	+	89
5 Neal (D)	NV	+	+	+	+	+	+	—	NV	+	88
* 6 Britt (D)	+	+	+	—	+	—	+	—	+	+	70
* 7 Rose (D)	+	+	+	+	+	+	+	—	+	+	90
* 8 Hefner (D)	+	+	+	+	+	NV	+	—	+	+	89
9 Martin (R)	—	—	—	—	—	—	—	—	+	NV	11
10 Broyhill (R)	—	—	—	—	—	NV	—	—	—	—	0
*11 Clarke (D)	+	+	+	+	+	+	+	—	+	+	90
NORTH DAKOTA											
* 1 Dorgan (D)	+	+	+	—	+	—	+	+	+	—	70
OHIO											
* 1 Luken (D)	+	+	+	+	+	NV	—	—	+	+	78
2 Gradison (R)	—	—	—	—	—	—	+	+	—	—	20
* 3 Hall (D)	+	+	+	+	+	+	+	—	+	+	90
4 Oxley (R)	—	—	—	—	—	—	—	—	NV	—	0
5 Latta (R)	—	—	—	—	—	—	—	—	—	—	0
6 McEwen (R)	—	—	—	—	—	—	—	—	—	—	0
7 Dewine (R)	—	—	—	—	—	NV	—	—	—	—	0
8 Kindness (R)	—	—	—	—	—	—	—	—	—	—	0
* 9 Kaptur (D)	+	+	+	+	+	—	+	—	+	+	80
10 Miller (R)	—	—	—	—	—	—	—	—	+	—	10
*11 Eckart (D)	+	—	+	+	+	—	+	—	+	+	70
12 Kasich (R)	—	—	—	—	—	—	—	—	+	—	10
*13 Pease (D)	+	+	+	+	+	+	+	—	+	+	90
*14 Seiberling (D)	+	+	+	+	+	+	+	+	+	+	100
15 Wylie (R)	—	—	—	—	—	—	—	—	—	—	0
16 Regula (R)	—	+	—	—	+	—	+	—	+	+	50
17 Williams (R)	NV	+	+	+	+	NV	+	—	+	NV	86
18 Applegate (D)	+	+	+	+	+	—	+	—	+	+	80
*19 Feighan (D)	+	—	+	+	+	—	+	+	+	+	80
*20 Oakar (D)	+	—	+	+	+	—	+	+	+	+	80
*21 Stokes (D)	+	+	+	+	+	+	+	+	+	NV	100
OKLAHOMA											
1 Jones (D)	+	+	+	—	+	—	+	—	+	+	70
* 2 Synar (D)	+	+	+	—	+	+	+	+	+	+	90
* 3 Watkins (D)	+	+	+	+	+	+	+	—	+	+	90
* 4 McCurdy (D)	+	+	+	—	+	—	+	—	+	+	70
5 Edwards (R)	NV	+	—	—	NV	NV	—	—	—	—	14
6 English (D)	—	+	+	—	+	—	+	—	+	—	50
OREGON											
* 1 AuCoin (D)	+	+	+	—	+	—	+	+	+	+	80
2 Smith, R. (R)	—	—	—	—	—	—	—	—	+	—	10
* 3 Wyden (D)	+	+	+	+	+	+	+	+	+	+	100
* 4 Weaver (D)	+	+	+	+	+	—	+	—	+	+	80
5 Smith, D. (R)	—	—	—	—	—	—	—	NV	NV	—	0
PENNSYLVANIA											
* 1 Foglietta (D)	+	+	+	+	+	+	+	+	NV	+	100
* 2 Gray (D)	+	+	+	+	+	+	+	+	+	+	100
* 3 Borski (D)	+	+	+	+	+	+	+	+	+	+	100
* 4 Kolter (D)	+	NV	+	+	+	+	+	—	+	+	89
5 Schulze (R)	—	+	—	—	NV	—	—	—	—	—	11
* 6 Yatron (D)	NV	+	+	+	+	—	—	—	+	+	67
* 7 Edgar (D)	+	+	+	+	+	NV	+	+	+	+	100
* 8 Kostmayer (D)	+	+	+	+	+	+	+	+	+	+	100
9 Shuster (R)	—	—	—	—	—	—	—	—	—	—	0
10 McDade (R)	—	+	+	+	+	—	—	—	+	+	60
*11 Harrison (D)	+	+	+	+	+	+	+	—	+	NV	89
*12 Murtha (D)	+	+	+	+	+	+	—	NV	NV	+	88
13 Coughlin (R)	—	+	+	—	+	—	+	+	+	+	70
*14 Coyne (D)	+	+	+	+	+	+	+	+	+	+	100
15 Ritter (R)	—	—	—	—	—	—	—	—	—	—	0
16 Walker (R)	—	—	—	—	—	—	—	—	—	—	0
17 Gekas (R)	—	—	—	—	—	—	+	—	—	—	10
*18 Walgren (D)	+	+	+	+	+	+	+	+	+	NV	100
19 Goodling (R)	—	+	—	—	—	—	+	—	—	—	20
*20 Gaydos (D)	NV	—	+	+	+	+	—	—	+	NV	63
21 Ridge (R)	—	+	+	+	+	+	+	—	+	+	80
*22 Murphy (D)	+	+	+	+	+	—	+	—	+	+	80
23 Clinger (R)	—	+	—	—	+	—	+	—	+	+	50
RHODE ISLAND											
* 1 St. Germain (D)	+	+	NV	+	+	+	—	—	NV	+	75
* 2 Schneider (R)	+	+	+	+	+	+	+	+	+	+	100
SOUTH CAROLINA											
1 Hartnett (R)	—	—	—	—	—	—	—	—	—	—	0
2 Spence (R)	—	—	—	—	—	—	—	—	+	—	10
* 3 Derrick (D)	+	+	NV	+	+	+	+	—	+	—	78
4 Campbell (R)	—	—	—	—	—	—	—	—	+	—	10
* 5 Spratt (D)	+	+	+	+	+	—	+	—	+	+	80
* 6 Tallon (D)	+	+	+	+	+	+	+	—	+	+	90
SOUTH DAKOTA											
* 1 Daschle (D)	+	+	+	+	+	+	+	—	+	+	90
TENNESSEE											
1 Quillen (R)	—	—	+	—	—	—	—	—	+	—	20
2 Duncan (R)	—	+	+	—	+	—	—	—	+	—	40
* 3 Lloyd (D)	+	+	+	+	+	—	—	—	+	+	70
4 Cooper (D)	+	+	+	+	+	—	—	+	+	+	80
* 5 Boner (D)	+	+	+	+	+	+	+	—	+	+	90
* 6 Gore (D)	+	+	+	+	+	+	+	—	+	+	90
7 Sundquist (R)	—	—	+	—	+	—	—	—	—	—	20
* 8 Jones (D)	+	+	+	+	+	+	—	—	NV	+	78
* 9 Ford (D)	+	+	+	NV	+	+	+	+	+	+	100
TEXAS											
1 Hall, Sam (D)	—	+	+	—	+	—	—	—	+	—	40
* 2 Wilson (D)	P	+	+	+	+	+	+	—	+	+	89
3 Bartlett (R)	—	—	—	—	—	—	—	—	—	—	0
* 4 Hall, Ralph (D)	—	+	+	+	+	—	+	—	+	+	70
* 5 Bryant (D)	+	+	+	+	+	+	+	+	+	+	100
6 Gramm (R)	—	—	—	NV	NV	NV	—	—	NV	NV	0
7 Archer (R)	—	—	—	—	—	—	—	—	—	—	0
8 Fields (R)	—	—	—	—	—	—	—	—	—	—	0
9 Brooks (D)	NV	+	+	+	+	+	+	—	+	+	89
10 Pickle (D)	+	+	+	—	+	+	+	—	+	+	80
11 Leath (D)	—	—	+	—	—	NV	—	—	+	—	22
*12 Wright (D)	+	+	+	+	+	+	+	—	+	+	90
13 Hightower (D)	+	—	+	—	+	—	P	—	+	—	44
*14 Patman (D)	+	+	+	+	+	—	+	—	+	+	80
*15 de la Garza (D)	+	NV	+	+	+	+	+	—	+	+	89
*16 Coleman (D)	+	+	+	+	+	+	+	—	+	+	90
17 Stenholm (D)	—	—	—	—	—	—	—	—	—	—	0
*18 Leland (D)	+	+	+	+	+	NV	+	+	+	NV	100
19 Hance (D)	—	+	NV	—	NV	+	NV	NV	+	+	67
*20 Gonzalez (D)	+	+	+	+	+	+	+	+	+	+	100
21 Loeffler (R)	—	—	—	—	—	—	—	—	—	—	0
22 Paul (R)	—	—	—	—	NV	NV	NV	—	—	—	0
*23 Kazen (D)	—	+	+	+	+	+	—	—	+	+	70
*24 Frost (D)	+	+	+	+	+	+	+	+	+	NV	100
*25 Andrews (D)	+	+	+	—	+	—	+	—	+	+	70
*26 Vandergriff (D)	—	+	+	—	+	—	—	P	+	+	56
*27 Ortiz (D)	+	+	+	+	+	+	+	—	+	+	90
UTAH											
1 Hansen (R)	—	—	—	—	—	—	—	—	—	—	0
2 Marriott (R)	—	+	—	—	—	—	—	—	NV	NV	13
3 Nielson (R)	—	—	—	—	—	—	—	—	—	—	0

*Cosponsor of the American Defense Education Act.

**Speaker of the House normally does not vote.

continued on page 19

► Hungry children.
► Latch-key children.
► Alcohol-affected and drug-affected children.

As teachers, we know that abused children have difficulty learning. Hungry children cannot concentrate on their lessons. Children whose families are going through crisis cannot devote their full attention to instruction. Consequently, over the years schools have accepted increasing responsibilities for the health and welfare of children.

The rationale behind this increased responsibility was simple: If the schools didn't help, who would?

Schools will continue to have noninstructional responsibilities for the health and welfare of their students. But the problems students bring to their classes are becoming more diverse and complex each day. Their solution demands the experience, training, resources, and time that school staff members simply do not have.

These problems cannot be addressed without the active help of appropriate service agencies. What schools can do is help coordinate the services these agencies offer. Schools, after all, are the natural focal point for reaching children and young adults. We recommend that *local governments coordinate badly needed health and welfare services for our students through the school. This coordination should be carefully planned to make sure no instructional time is lost.*

Financing Our Schools Adequately

To finance our schools adequately, we believe the following concerns must be addressed:

► Austerity budgets that deny students textbooks.
► Budget shortfalls that cost our colleagues their jobs and deny students an opportunity to learn.
► Tax bases too low for school districts to afford to hire an arts teacher, stock a library, or equip a chemistry lab.

Our schools need more money. If our local, state, and national governments would work together, that money would be available.

Much of the financial support for schools will continue to come from local property taxes. We believe that more communities would support adequate property tax revenue for better schools if residential, business, and commercial property taxes were equitable. We believe *state governments should institute reforms that would more equitably distribute the property tax burden among low-, middle-, and upper-income taxpayers.*

Reforming local property taxes is a first step toward adequate financial support for our schools. Reforming state tax systems is the next key step. We suggest that each state develop a taxation system that:

- produces revenues commensurate with school needs.
- distributes the tax burden equitably between and among citizens and businesses.
- ensures that all taxpayers pay their fair share.
- raises revenue efficiently, at the lowest possible cost.

The NEA will support efforts by teachers and parents to convene forums and conferences that will plan and propose reforms in local taxation systems and state aid formulas.

The challenge of funding our schools adequately cannot be met at just the local and state levels. *The federal government must do its part to support our public schools.*

Federal funds currently make up only 6 percent of the funds that support elementary and secondary education. We believe that this meager percentage amounts to a shameful abandonment of the federal government's responsibility to our nation's future.

Local school districts cannot be expected to bear the above-average cost of educating special pupil populations—the disadvantaged, the disabled, the non-English-speaking. *Ensuring the full funding of costs that exceed the average per-pupil expenditure is a federal responsibility.*

Sound decision making at the local school district level requires basic data about population, economic, and social trends. *Efficiency demands that the federal government finance the collection of this basic data.* Local schools also need the perspective that educational research and development can provide. *This research can be efficiently funded only at the federal level.*

Schools directly affected by federal policy—schools, for instance, near military bases, on Indian reservations, or with heavy immigrant populations—must have federal support at least to the degree that their local revenues are impaired or their costs increased.

Finally, *the federal government should grant supplemental aid to those states that, in spite of strenuous efforts, are not raising sufficient funds to provide all students with a quality education.*

Working Together

In the preceding pages we have sketched our vision for the future. We have also outlined the concrete steps that citizens, parents, teachers, and other school employees can take here and now to make that future possible.

There is only so much that a national organization such as NEA can do or should do. We can do research. We can bring people together. We can promote the constructive dialogue that makes progress possible. We can make politicians listen—and sometimes even act.

Many of the state and local affiliates that make up the NEA have already begun working with parents to renew our public schools. We hope that this open letter will strengthen that effort.

There is much work to be done. All of us, working together, can make the difference. We have the talent; we have the vision; we must strengthen our will.

The conflict over public education is a debate over the values and goals which should shape our society. It is a debate over the expectations we should have for ourselves and our children, for our future, and for our society. The dream of what America can be, the high goals her people share, and the great strengths her people possess have always been closely interwoven with our system of public education. The National Education Association refuses to accept the destruction of that dream or a lowering of our expectations—for ourselves, for our students, or for American society. In this period when the American dream is being tried and tested as never before, we redouble our commitment to education as the foundation of democracy.

Please cut along dotted line

An Open Letter to America On Schools, Students, and Tomorrow

To the Citizens of America and the Parents of Our Students,

Over the past 18 months, highly visible commissions, civic groups, and government agencies have all issued reports on the status of public education in our country today. Social scientists have quantified and analyzed, reporters have written article after article, and politicians have made headlines.

The National Education Association welcomes this long-overdue spotlight on the problems and the promise of our nation's public schools. But we also recognize that all the many national reports on education released so far have lacked one critically important element: the perspective of the men and women who teach and serve our nation's young people. A year ago, NEA's highest governing body, our Representative Assembly, established the Blue Ribbon Task Force on Educational Excellence to add this perspective to the increasingly lively national dialogue on our public schools.

As teachers and other school employees, we know what goes on inside America's classrooms. Over the past year, our Task Force has tapped this inside knowledge and consulted with a wide range of parents, students, and community leaders. The members of our Task Force have carefully studied the research and literature on educational reform. The final report, this open letter before you, addresses the wide disparity between what our schools are doing today and what they need to do tomorrow.

We have addressed this report to the American public and to the parents of our students because we need your help. Our schools face incredibly awesome responsibilities. We remain confident that teachers, parents, and other citizens working together can mobilize our nation to meet the educational challenge that confronts us all.

Mary H. Futrell

Mary Hatwood Futrell
President, National Education Association

A Report Adopted by the 1984 Representative Assembly of the National Education Association

Introduction

Education has furnished the thesis of the last chapter of every optimistic book on democracy written for 150 years.
—Walter Lippmann

America's experiment with democracy is deeply rooted in—indeed, dependent upon—a free system of public education of the highest quality. Our commitment to education for all has made us unique in the family of nations. This historic commitment has placed a heavy responsibility on our schools, and our schools have worked hard to meet this responsibility. Our schools have sought:

- to provide students with the basic knowledge and skills that every citizen needs.
- to inspire students to become active participants in the democratic life of our nation.
- to help students realize that learning never ends, that education is a life-long quest.

These goals will, and should, continue to guide our schools. In today's increasingly diverse and interdependent world, however, our schools must aim to do even more. As John Dewey proposed years ago in *Democracy and Education*, an important aim of education is to prepare students to understand their world and to participate actively and thoughtfully in changing it. Today's students will face an increasingly complex world. Our schools need to help them develop a heightened sense of responsible global citizenship.

The first-graders now in our public schools will be adults in the 21st century, and preparing them for the century ahead will demand a fresh and innovative approach to schooling. What should that approach be? How can we today move toward the schools our nation will need tomorrow? We believe *our nation's public schools must be totally restructured if they are to meet the needs of our students and our rapidly changing society.*

This restructuring for tomorrow must start today. *We challenge community and other educational leaders to join us in creating a specific action plan for restructuring the schools—a plan that will spell out how students should be taught, how technologies should be utilized, and how schools should be staffed.*

To initiate the process, we offer this report as a foundation for NEA participation. In the pages that follow, we present our vision of what our schools should be like in the 21st century. We then describe conditions in our schools today and identify practical solutions that can help build the opportunity for educational excellence all students deserve.

impact of those evaluation systems on educational improvement, collegiality, collective bargaining, morale, and the retention of teachers.

We seek evaluation and staff development systems that help teachers improve their skills. Telling a teacher that he or she is "weak" is not enough. School systems must provide the courses, workshops, and individualized attention teachers need. Evaluation systems that do not result in opportunities for continuing education are professionally and intellectually meaningless. A few days of "in-service" are no substitute for sound professional development programs.

We also seek programs that enable teachers to determine their own professional needs and stay current in their subject specialty. *Every school should be a "teacher center" that provides ongoing teacher-designed professional development activities. Every school should establish conditions that cause teachers to be inquirers into their own practice and their students' learning.* In addition to familiar programs such as sabbaticals, *school districts should provide opportunities for teamwork among teachers by offering minigrants for educational excellence projects designed and developed by teachers.*

Basing Teachers' Salaries on Those Of Comparable Professions

To recruit and retain quality teachers, we believe the following concerns must be addressed:

► Talented people who choose not to enter teaching because teacher pay is so miserably low.

► Teachers who have to moonlight to make ends meet.

► Good teachers who leave the classroom for higher-paying jobs.

Teachers, like everyone else, are concerned about salaries and opportunities for advancement.

Historically, teachers have never been highly paid. In the past, society never had to worry seriously about low teacher salaries. No matter how poorly teachers were paid, there were almost always enough teachers; many competing and higher-paying professions were traditionally off-limits to women and minorities.

Today, of course, these barriers to opportunity are at long last falling. Teaching must now compete with other professions for its share of the nation's talented young people. Yet the salaries currently paid practicing teachers are so low that the number of college students choosing a teaching career has fallen drastically. Many talented teachers now in the classroom are leaving teaching to take jobs in other fields with greater pay and better working conditions. They simply cannot afford to continue teaching and maintain a decent standard of living for their families.

We feel it is time to pay teachers professionally. As a first step, we recommend starting teachers at a salary level that matches the starting salary of professions that require similar skills and training. *The starting teacher salary in the United States should be not less than $24,000, with raises equivalent to those in comparable professions.*

During the past year, many reports and newspaper editorials have stressed the need to increase teachers' pay. But some politicians have suggested merit pay as an alternative to higher teacher salary schedules.

Merit pay will not bring teachers' salaries in line with other professions. Merit pay will not attract talented people into the teaching profession or help students learn. In fact, many researchers conclude that merit-pay type plans actually erode the cooperation between teachers that makes for quality education. For these reasons, the NEA is unalterably opposed to so-called merit pay plans.

Additionally, the NEA is opposed to any alternative compensation plans that act as a substitute for the proportionate across-the-board salary increases all teachers need and deserve.

Strengthening School Management

To strengthen school management, we believe the following concerns must be addressed:

► The growth of education bureaucracies centralized in school district headquarters.

► The poor quality of management training offered school officials.

► The disinterest of school decision makers in the opinions of teachers.

Both common sense and research tell us that professional school management can help teachers do their jobs better. Many of today's schools, however, resemble large, complex businesses. They are difficult to manage.

Unfortunately, today's typical school management systems only compound this difficulty. Top school managers have become isolated from the teachers who really know what's happening in the schools. More and more decisions that affect classrooms are made farther and farther from the classroom door.

It is time to return authority to school building staff, to strengthen the ability of the school staff to manage schools. Teachers do not want to "take over" the management of schools. We do want the ability to impact the decisions that affect our students. Teachers must be involved in all decisions that affect instruction: scheduling students, how best to use limited time for instruction, selecting the textbooks, workbooks, or computer programs our students will use.

Teachers want to work with administrators to bring our mutual expertise to bear on these decisions. We realize it will take more than occasional staff meetings to make this collaboration work effectively. School administrators must provide the necessary leadership.

We believe that administrators need to bring certain key skills to this management partnership. *Administrators need to be trained in participatory decision making as well as in personnel selection and staff evaluation. Such skills will help to ensure that the best teachers enter and remain in the classroom.*

Teachers see administrators as allies in the effort to deliver quality instructional programs. A well-designed teacher-administrator partnership can ensure us the working conditions that will allow us to practice our craft.

Coordinating School and Community Services

To better coordinate school and community services, we believe the following concerns must be addressed:

► Abused children.

The job of teaching must be made manageable. We believe this requires, at the least, that:

- *large group instruction give way to an emphasis on small classes.*
- *intrusions on teaching time be eliminated.*
- *teachers be provided time to plan during the school day.*
- *teachers also be guaranteed time to critique student assignments and work with individual students.*
- *teachers be ensured the professional authority and the academic freedom to make decisions about what to teach, how to teach, and how to evaluate their students.*

Teachers need modern teaching materials, laboratories, science equipment, libraries, and books that are current and relevant to today's world. Few things demoralize teachers and students faster than dog-eared, outdated textbooks.

Teachers also need new technology. Computers, video equipment, and other high-tech devices are valuable learning tools. This technology can help us better diagnose students' individual learning needs and prescribe appropriate learning opportunities.

Technology also promises to open a world of new information and new skills for students. The personal computer is revolutionizing the school library and the teaching of research skills. *Schools and their faculties must be afforded the opportunity to explore the potential of emerging technology to manage and advance instruction. Teachers must be provided with proper training about the educational applications of high-tech devices and must be allowed to make decisions about their use in the schools. Teachers and students must be provided with the opportunity to develop an understanding of the social and economic impact of technology on the world in which they will live.*

Improving the Training Of New Teachers

To improve the training of new teachers, we believe the following concerns must be addressed:

► The state of our nation's teacher education programs.

► The shrinking number of college students who plan to be teachers.

► The quality of the preparation new teachers receive before they enter the classroom.

As practicing teachers, we want every new teacher who joins our ranks to be a first-rate professional with the capacity and skills necessary to participate fully in and meet the demands of a changing school and society.

The profession insists that colleges establish rigorous requirements for entry into teacher education programs. Colleges should accept only those men and women who can provide evidence of academic ability and who can demonstrate through interviews and recommendations a commitment to teaching.

We believe every teacher must have a strong background in the liberal arts and a teaching specialty. Teachers also need a solid understanding of effective teaching strategies and learning theory. This means simply that teachers need to understand how children grow, develop, and learn.

To graduate, teacher education students must be able to demonstrate that they can apply their knowledge and skills in a variety of settings. We believe strongly that colleges of education must have sufficient resources to provide their students with opportunities to apply what they have learned in their courses to actual classroom situations under the supervision of practicing teachers.

College of education students must also be continually evaluated through a variety of assessment techniques such as paper-and-pencil tests, videotapes, student theses, and direct observation. We insist that only those students who have successfully completed such rigorous training be issued certificates and be given the right to teach.

We believe *educators can ensure the quality of teacher education programs if these programs are subject to carefully designed, rigorous standards imposed by an independent state agency controlled by the profession.* The NEA has proposed such standards in *Excellence in Our Schools, Teacher Education: An Action Plan,* adopted by the Association in 1982.

Evaluating Professional Skills

To better evaluate the professional skills of educators, we believe the following concerns must be addressed:

► The negligence of school districts that never evaluate their teachers and administrators.

► The poor quality of professional development opportunities offered practicing teachers and administrators.

► The problems of those few teachers and administrators who do not have sufficient skills to meet the demands of the profession.

We insist that there be a competent teacher in every classroom and a competent administrator in every school. There is only one way to achieve this goal: Every school district must establish a comprehensive system of personnel evaluation.

We are tired of excuses from school officials. They must start implementing meaningful evaluation programs. No tenure law prevents a school district from evaluating teachers and administrators. No education association can force—or wants to force—a school district to retain an incompetent educator. What teachers want is fair, competent, and regular evaluation of the jobs they do. For such an evaluation system to be effective, teachers also want procedural guarantees and due process.

There must be a comprehensive personnel evaluation system in every school district, a system that is mutually designed and agreed upon through collective bargaining between teachers and school officials. But no evaluation system can succeed without trained evaluators. *School districts must carefully train all administrators in the evaluation system that has been designed for their school staff.*

What is the best method to evaluate teachers? There is, unfortunately, not enough reliable research that addresses this question. To support the development of better evaluation techniques, *the NEA will conduct a comprehensive study of the systems currently used to evaluate teachers. Some of these systems (such as peer review, videotaped observations, and observation by administrators) have raised many questions within the education community. The NEA study will focus on the*

Education in the Year 2001

As every seasoned teacher is well aware, the students of 1984 are very different from the students of the '70s. The students now in our classrooms are more diverse, both linguistically and culturally, than they were only a decade ago. They are maturing earlier and earlier. Their attention spans are shorter, but they learn in many different ways.

The students of tomorrow—the students of the year 2001—will be even more diverse. The boundaries of what they may learn are not known and may not even exist.

In the year 2001, we believe that public education should—and will—address the needs of these young people and others with a variety of new relationships between school and student.

► Formal education will begin at an earlier age. The focus will be developmental. This formal early education will provide opportunities that foster intellectual, emotional, aesthetic, social, and physical growth. Early schooling will emphasize perceptual skills and psychomotor development and will carefully coordinate, with parent involvement, activities at home and school.

► The formal education that takes place inside public schools will be supplemented by numerous off-campus learning opportunities. New technologies will enhance informal learning in the home, in museums, at recreation centers, and in business workplaces.

► Books, discussions, laboratory experiments, tests, writing, films, and lectures will continue to be major learning vehicles. There will be ample time and space and opportunity for students to learn from one another, to meet with and learn from older people, to work with their hands and produce tangible articles, to create, to argue important ideas with adults and peers.

► Teachers will demand more of students and place more responsibilities on them.

► People will become students in the formal sense again and again during their adult lives. Since most adults in the 21st century will change careers several times, they will return to school to learn new work skills. They will also find myriad opportunities in schools to enrich their lives outside of their work.

In the year 2001, a more enlightened citizenry will comprehend and deal positively with complex problems and will demand new approaches to school curriculum.

The curriculum of the year 2001 will encompass many kinds of learning: knowledge about science, the humanities, mathematics, physical development, health, vocations, and the arts; the use of symbols, particularly language and numbers; and the realm of ideas and culture as expressed in music, literature, drama, and the visual arts.

Much more than skills in the ABCs will be expected from students. Mastery of the curriculum will become the standard. Schools will develop methods and provide opportunities that enable all students to master instructional objectives and become active participants in the learning process.

Teachers will provide structure, support, and guidance to students in their academic pursuits. They will create and manage conditions that promote—even provoke—learning and plan programs based on individual student needs.

A school's faculty will be deployed in ways that permit individual students to receive the help they require in a timely fashion. The number of students assigned each teacher will be small enough to allow ample time to plan each student's program. Teachers will no longer be isolated from one another. They will regularly share knowledge and skills, both to help individual students and to improve their own professional competency.

Research and development will help teachers and parents better understand how to help students:

- learn to read.
- develop reading comprehension and build vocabulary.
- write and speak with clarity and logic.
- compute with accuracy.
- use technology to enhance learning.
- plan, organize, and solve problems.
- work more effectively in groups.
- help other students.

Teachers, parents, and students will hold school and community officials accountable for providing conditions for successful teaching and learning. The welfare of the student will be primary, and the organized teaching profession will set and enforce high standards of professional conduct for all its members.

Only the most talented will be granted the opportunity to become teachers. Teacher preparation programs will be rigorous, and prospective teachers will receive more practical experiences before entering the classroom. All newly hired teachers will be systematically assisted and supported at the individual school building level.

Teaching will be an attractive, life-long profession, and teachers will be professionally compensated. In addition to maintaining a direct teaching relationship with students, teachers will be encouraged to participate in the development of school program and policy. Teachers with particular interests in areas such as curriculum development, in-service training, or supporting newly inducted teachers will be provided with the opportunity for these and other tasks. There will be no hierarchical staffing systems within the teaching profession, only an exciting mix of equally important educational roles.

In the 21st century, schools will relate in new ways to the society that surrounds them. Decisions about instruction will be made at the school level and not by bureaucracies in school system central offices or state capitals.

Through collective bargaining, school staff and administrators will work together to create working conditions that support quality education. A national collective bargaining law supported by state legislation will ensure that all communities have access to this tested and effective process for resolving conflicts and planning for the future.

Funding for our schools will be sufficient to meet the goals of sound educational policy. All citizens, not just parents, will understand that spending money on educating children is an investment in the country's long-term future. Increased funding for education will actually produce lower government spending in other areas. As students become more effectively educated, fewer tax dollars will be needed for welfare and mental health care, for crime prevention, prisons, and jails.

Education will be a prime national concern, a matter

of national security. The federal government will become a full partner with states and local communities and contribute its fair share to the funding of public education.

Moving Toward the Future

The year 2001 is less than a generation away. But we can build the future described above if American citizens begin working together today to design a specific and practical plan of action for excellence in education.

We look forward to working with all those who have a stake in the future of our schools: parents, researchers, school board members, legislators, governors, federal policymakers, business, industry, labor, and, of course, students.

We firmly believe that any plan for tomorrow's schools must be grounded in today's reality. The future will be shaped by steps that lead America's schools from where they are to where we wish them to be.

What should these steps be? We believe that 10 are critical. We must move immediately:

- to meet students' learning needs.
- to ensure each student's right to learn and to succeed.
- to provide students of all ages with equal access to school.
- to improve teaching and working conditions in the schools.
- to improve the training of new teachers.
- to evaluate professional skills.
- to base teachers' salaries on those of comparable professions.
- to strengthen school management.
- to coordinate school and community services.
- to finance our schools adequately.

Each of these steps is discussed in more detail below. We begin each discussion with a list of basic concerns common to teachers* and parents alike. We have italicized our specific recommendations for action.

Meeting Students' Learning Needs

To help schools better meet students' learning needs, we believe the following concerns must be addressed:

► Curricula that emphasize the regurgitation of facts instead of thinking and problem-solving.

► Rigid graduation requirements that discourage students from exploring potential interests in fields such as journalism, drama, art, or music.

► Schools that require all students to learn in the same way, at the same time, and at the same pace.

► Tests that determine what students will learn instead of what they need to learn.

As we move toward a system of schooling for the 21st century, it is time to broaden traditional ideas about what is taught, how it is taught, and how to measure student learning.

Basic skills have been and will certainly continue to be critical to continued student growth. Schools must strengthen their ability to make students literate in communications and computation. Schools must also expand the definition of what is basic to a quality education. We believe that definition should include the ability to think critically, to analyze issues, to formulate solutions to problems, and to ask and seek answers to questions.

Schooling must provide all students with the opportunity to develop intellectually, socially, emotionally, aesthetically, and physically throughout their lifetimes. Opportunities for continuous learning will be vital to an educated citizenry in the 21st century.

As teachers, we know that students are served poorly by mass education systems that are unresponsive to how individual students learn. All too often, students develop a negative feeling about learning because the system has, in effect, told them they cannot learn. We believe *it is critical to revamp educational systems to raise expectations for all students and to provide the resources to meet these expectations.*

To accomplish this goal, every school should establish clear, significant, appropriate, and achievable expectations for students. Schools must provide the resources that will enable students to know their subjects. Mastery—not a mere "passing grade"— can be a realistic goal if students are given the time and a learning environment that is free of the restrictions and failures of age-level groupings.

We also believe parents have the right to hold schools accountable, the right to expect schools to provide alternatives for students who do not master what is taught. Teachers must have the opportunity to use their professional know-how to provide students with these alternatives. Students afforded such tailored learning opportunities will master what is taught. If schools seriously begin to address students' needs for additional or different learning experiences, then remedial education as we know it will become a thing of the past.

We cannot, of course, effectively expand what is basic to a quality education for all students without at the same time expanding our ability to measure learning. *Student learning must be assessed with measures that are directly linked to the lessons teachers teach and the materials teachers use.* Teacher-developed tests, formal and informal observations, and student projects are all effective measures. Standardized tests can usefully supplement these measures, providing information that enables teachers to compare student performance with national norms. All tests should be primarily diagnostic in nature and used in the development of instructional programs. Tests should be devoid of racial, cultural, and gender biases.

Schools need to be more flexible. Rigid schedules and grouping patterns only hamper learning. *Teachers need the freedom and flexibility to schedule time and design programs that meet the needs of students. They need freedom from interruptions so that students can learn and teachers can teach.*

Ensuring Each Student's Right To Learn and To Succeed

To ensure each student's right to learn and to succeed, we believe the following concerns must be addressed:

► Pressures causing students to drop out or to be pushed out.

► Situations fostering truancy.

► Interruptions by disruptive students, and the factors that make students disruptive.

► Shortages of learning materials for students with special needs.

► Communication problems for students who cannot speak English.

► Problems for students who lack adequate health care.

We cannot state our position too strongly: Achieving equality of educational opportunity must remain an American priority. Equity must become a cornerstone of tomorrow's system of schooling. Through a commitment to equal opportunity, we enhance the schools' capacity to educate all students, and we increase public education's ability to meet the needs of our communities and our nation.

The NEA will continue to work for schools that give all students equal access to the best available and most advanced learning resources, regardless of their gender, age, race, national origin, religion, income, or place of residence.

We remain committed to providing additional assistance to students with special needs, particularly the disadvantaged, the limited-English-speaking, and the handicapped. These learners need more than equal access to the same learning opportunities afforded more advantaged students. Similarly, we remain committed to providing learning opportunities for gifted and talented students which allow them to realize their full potential as well.

In keeping with our concerns about access, equity, and excellence, we urge *the federal government to strengthen its commitment to programs enacted to enhance educational opportunities for women and girls, the handicapped, and the disadvantaged.* In addition, *this country must complete the job of integrating our schools by building upon successful desegregation efforts and by ensuring all students equal access to the technological knowledge that will become more and more a part of American life.*

Steps also must be taken at the school building level to protect each student's right to learn. *Every school district should develop agreed-upon standards of discipline for implementation at the building level that will govern the actions of all who are involved in schooling, standards that make it clear the school is, first and foremost, a place for learning.* Students, parents, faculty, and other school staff should develop procedures for enforcing these standards.

We urge *schools to back up their student behavior codes with comprehensive programs to help problem students become academically productive.* In some cases, this may require the placement of particularly disruptive students in short-term alternative settings designed to move them back into mainstream classrooms.

We also believe *school districts should provide programs for the early detection of student problems.* Information about these problems should be shared with teachers, who will use it to plan appropriate instruction. As teachers, we have learned that students who misbehave often see themselves as academic failures. Individualized programs, remedial education, health services or counseling, as well as disciplinary action, may all be appropriate means to help these students.

Providing Students of All Ages With Equal Access to School

To provide students of all ages with equal access to school, we believe the following concerns must be addressed:

► The absence of structured developmental activities for many preschool children.

► The inadequacies of understaffed and underequipped day care facilities.

► The shortage of enriching learning opportunities available to adults who have completed their formal school careers.

We believe our educational system must expand the traditional definitions of "student" and "learning." It is no longer appropriate to restrict our view of students to kindergarten through college-age learners. It is no longer appropriate to view learning as an activity that takes place for only a limited number of years. Educational opportunities must span age groups, and learning must be continuous if we are to prepare Americans for the technological and social changes of today and tomorrow.

The working parents of today's students need child care services. Our schools are not and should not be baby-sitting centers, but they can offer early childhood instructional activities that can provide the foundation for successful academic careers.

Schools are places where learners can go to access information, test ideas, and develop skills to help them with career choices. These are the resources schools must provide to meet the needs of citizens in an information-based economy.

Learners of all ages must have access to schools. The NEA recommends that *schools begin the developmental education of students at age four. Opportunities for schooling should extend into adult life.*

Improving Teaching and Working Conditions in the Schools

To improve teaching and working conditions in the schools, we believe the following concerns must be addressed:

► The lack of time teachers have to work with individual students.

► The rising number of classrooms that are overflowing with students.

► The constant shortages of textbooks that make it impossible for students to take their books home and study.

► The inadequate amount of time teachers have available to critique student writing assignments.

► The frustration of work schedules so tight that teachers have no time to observe other classes and learn from other teachers.

► The lack of opportunity teachers have to consult with other teachers and school personnel.

► The precious few moments made available for meaningful parent-teacher conferences.

► The illogic of having decisions imposed upon teachers by people who haven't set foot in a classroom since blackboards turned green.

*"Teachers" as used in this document means all nonadministrative certificated personnel.

LEGISLATIVE REPORT CARD

	Vote number 1	2	3	4	5	6	7	8	9	10	% Pro-NEA
VERMONT											
* 1 Jeffords (R)	+	+	—	+	+	+	+	—	+	+	80
VIRGINIA											
1 Bateman (R)	—	—	—	—	—	—	—	—	+	—	10
* 2 Whitehurst (R)	—	+	—	—	—	—	+	—	+	—	30
3 Bliley (R)	—	—	—	—	—	—	—	—	—	—	0
* 4 Sisisky (D)	+	+	+	+	+	—	+	—	+	+	80
5 Daniel (D)	—	—	—	—	NV	—	—	—	—	—	0
6 Olin (D)	+	+	+	—	+	—	+	—	NV	+	67
7 Robinson (R)	—	—	—	—	—	—	—	—	—	—	0
8 Parris (R)	—	+	—	—	+	—	+	—	+	+	50
* 9 Boucher (D)	+	+	+	+	+	+	+	—	+	+	90
10 Wolf (R)	—	+	+	—	—	—	—	—	+	+	40

	Vote number 1	2	3	4	5	6	7	8	9	10	% Pro-NEA
WASHINGTON											
* 1 Pritchard (R)	—	+	+	NV	NV	NV	+	—	NV	—	50
* 2 Swift (D)	+	+	+	+	+	+	+	+	+	+	100
* 3 Bonker (D)	+	+	+	NV	+	+	+	—	+	+	89
* 4 Morrison (R)	—	—	+	—	+	+	+	—	+	+	60
* 5 Foley (D)	+	+	+	+	+	+	+	+	+	+	100
* 6 Dicks (D)	+	+	+	+	+	+	+	+	+	+	100
* 7 Lowry (D)	+	+	+	+	NV	NV	+	+	+	+	100
* 8 Chandler (R)	—	—	+	—	+	+	+	—	+	+	60
WEST VIRGINIA											
* 1 Mollohan (D)	+	+	+	+	+	+	—	—	+	+	80
* 2 Staggers (D)	+	+	NV	+	+	—	+	—	+	+	78
* 3 Wise (D)	+	+	+	+	+	+	+	—	+	+	90
* 4 Rahall (D)	+	+	+	+	NV	—	+	NV	+	+	88

	Vote number 1	2	3	4	5	6	7	8	9	10	% Pro-NEA
WISCONSIN											
* 1 Aspin (D)	+	+	+	+	+	+	+	+	+	+	100
2 Kastenmeier (D)	+	+	+	+	+	+	+	+	+	+	100
3 Gunderson (R)	—	+	—	—	+	—	+	—	—	—	30
* 4 Kleczka (D)	0	0	0	0	0	0	0	+	+	+	100
* 5 Moody (D)	+	+	+	+	+	—	+	+	+	+	90
* 6 Petri (R)	—	+	+	—	+	—	+	—	+	+	60
7 Obey (D)	+	+	+	+	+	+	+	+	+	+	100
8 Roth (R)	—	+	—	NV	+	—	—	—	+	+	44
9 Sensenbrenner (R)	—	+	—	—	—	—	—	—	—	—	10
WYOMING											
1 Cheney (R)	—	—	—	—	—	NV	—	—	—	—	0

U.S. Senate

Key:

+ Right according to NEA position

— Wrong according to NEA position

NV Not voting

P Voted 'Present'

0 Vote taken prior to member's election to Congress

First Session

1. Question: **Shall the Senate refuse to increase fiscal year 1984 education funding by $1 billion over the Budget Committee proposal?**

NEA position: No
Outcome: 46 yes, 48 no

The motion: To table Hollings amendment to the First Concurrent Resolution on the Budget, FY1984.
Roll Call #75 May 5, 1983

2. Question: **Shall the Senate agree to the House-Senate Conference Report which would set a budget target of $16.1 billion for federal education programs in fiscal year 1984?**

NEA position: Yes
Outcome: 51 yes, 43 no

The motion: To adopt the House amendment to the First Concurrent Resolution on the Budget, FY1984.
Roll Call #172 June 23, 1983

3. Question: **Shall the Senate disapprove the transfer of Department of Defense schools to the Education Department?**

NEA position: No
Outcome: 42 yes, 50 no

The motion: To table the Stafford/Roth amendment to the Defense Department authorization bill (S 675).
Roll Call #208 July 18, 1983

4. Question: **Shall the Senate delete $559 million from the education appropriations for fiscal year 1984?**

NEA position: No
Outcome: 50 yes, 45 no

The motion: To sustain the ruling of the chair against Bradley amendment to the education appropriations bill for FY1984 (HR 3913).
Roll Call #280 October 4, 1983

5. Question: **Shall the Senate approve the Martin Luther King, Jr., national holiday?**

NEA position: Yes
Outcome: 78 yes, 22 no

The motion: To pass the bill (HR 3706).
Roll Call #303 October 19, 1983

6. Question: **Shall the Senate delete $729 million from education funding in the continuing resolution?**

NEA position: No
Outcome: 53 yes, 36 no

The motion: To adopt the Hatfield amendment to the resolution (HJR 413) making continuing appropriations for FY1984.
Roll Call #348 November 10, 1983

7. Question: **Shall the Senate refuse to approve tuition tax credits?**

NEA position: Yes
Outcome: 59 yes, 38 no

The motion: To table Dole amendment, authorizing tuition tax credits, to the House-passed tariff resolution (HJR 290).
Roll Call #365 November 16, 1983

Second Session

8. Question: **Shall the Senate pass an amendment to the U.S. Constitution relating to school prayer?**

NEA position: No
Outcome: 56 yes, 44 no (failed for lack of two-thirds)

The motion: To pass S.J. Res. 73, proposing an amendment to the Constitution of the United States.
Roll Call #34 March 20, 1984

9. Question: **Shall the Senate refuse to consider increasing the education funding in the federal budget for fiscal year 1985?**

NEA position: No
Outcome: 48 yes, 46 no

The motion: To table the Chafee amendment to the Senate version of HR 2163.
Roll Call #93 May 10, 1984

	Vote Number 1	2	3	4	5	6	7	8	9	% Pro-NEA
ALABAMA										
*Heflin (D)	+	—	+	+	+	+	+	—	—	67
Denton (R)	—	—	—	—	+	—	—	—	—	11
ALASKA										
Stevens (R)	—	+	NV	—	+	—	—	—	—	25
Murkowski (R)	—	NV	—	—	—	NV	—	—	—	0
ARIZONA										
*Deconcini (D)	+	—	+	+	+	—	—	+	+	67
Goldwater (R)	—	—	NV	—	—	NV	—	+	—	14
ARKANSAS										
Bumpers (D)	+	+	NV	+	+	+	+	+	+	100
*Pryor (D)	+	+	+	+	+	NV	+	—	+	88
CALIFORNIA										
Cranston (D)	+	+	NV	NV	+	+	NV	+	+	100
Wilson (R)	—	—	—	—	+	—	—	—	—	11
COLORADO										
*Hart (D)	+	+	+	+	+	+	+	+	NV	100
Armstrong (R)	—	—	+	—	+	—	—	—	—	22
CONNECTICUT										
Dodd (D)	NV	+	+	+	+	NV	+	+	+	100
Weicker (R)	—	+	+	—	+	+	+	+	+	78
DELAWARE										
*Biden (D)	+	+	+	+	+	+	+	+	+	100
Roth (R)	—	—	+	—	+	—	—	—	—	22
FLORIDA										
Chiles (D)	+	+	+	+	+	+	+	—	+	89
Hawkins (R)	—	—	—	—	+	—	—	—	—	11
GEORGIA										
Nunn (D)	+	—	+	+	+	—	+	—	—	56
Mattingly (R)	—	—	—	—	+	—	+	—	—	22
HAWAII										
*Matsunaga (D)	+	+	+	+	+	+	+	+	+	100
*Inouye (D)	+	+	+	NV	+	NV	+	+	NV	100
IDAHO										
McClure (R)	—	—	—	—	—	—	—	—	—	0
Symms (R)	—	—	—	—	—	—	—	—	—	0
ILLINOIS										
Dixon (D)	+	+	+	+	+	+	—	+	+	89
Percy (R)	—	NV	+	—	+	—	+	—	—	38

	Vote Number 1	2	3	4	5	6	7	8	9	% Pro-NEA
INDIANA										
Lugar (R)	—	—	—	—	+	—	—	—	—	11
Quayle (R)	—	—	—	—	+	—	—	—	—	11
IOWA										
Grassley (R)	—	—	—	—	—	—	—	—	+	11
Jepsen (R)	+	—	—	—	—	—	—	—	—	11
KANSAS										
Kassebaum (R)	—	+	—	—	+	—	+	+	—	44
Dole (R)	—	—	—	—	+	—	—	—	—	11
KENTUCKY										
Ford (D)	+	+	+	+	+	—	+	—	+	78
*Huddleston (D)	+	+	+	+	+	+	—	—	+	78
LOUISIANA										
*Johnston (D)	+	—	+	+	+	+	—	—	+	67
Long (D)	+	—	—	+	+	+	—	—	+	56
MAINE										
Mitchell (D)	+	+	+	+	+	+	+	+	+	100
Cohen (R)	+	+	—	+	+	+	+	+	+	89
MARYLAND										
*Sarbanes (D)	+	+	+	+	+	+	+	+	+	100
Mathias (R)	—	+	+	NV	+	—	+	+	NV	71
MASSACHUSETTS										
*Tsongas (D)	+	NV	+	+	+	+	+	+	NV	100
*Kennedy (D)	NV	+	—	+	+	+	+	+	+	88
MICHIGAN										
*Riegle (D)	+	+	+	NV	+	+	+	+	+	100
*Levin (D)	+	+	—	+	+	+	+	+	+	89
MINNESOTA										
*Boschwitz (R)	—	+	+	—	+	—	+	+	—	56
Durenberger (R)	—	—	—	—	+	—	—	+	—	22
MISSISSIPPI										
*Stennis (D)	+	+	—	+	—	—	+	—	+	56
*Cochran (R)	+	+	—	+	+	—	+	—	—	56
MISSOURI										
Eagleton (D)	+	+	+	+	+	+	+	+	+	100
Danforth (R)	—	+	—	—	+	—	—	+	—	33
MONTANA										
*Baucus (D)	+	—	+	+	+	—	+	+	+	78
Melcher (D)	+	—	+	+	+	+	+	—	+	78

	Vote Number 1	2	3	4	5	6	7	8	9	% Pro-NEA
NEBRASKA										
Exon (D)	+	—	—	+	—	—	+	—	+	44
Zorinsky (D)	+	—	+	+	—	—	—	—	—	33
NEVADA										
Laxalt (R)	—	—	—	—	+	NV	—	—	—	13
Hecht (R)	—	—	—	—	—	—	—	—	NV	0
NEW HAMPSHIRE										
Rudman (R)	—	+	—	—	—	—	+	+	—	33
Humphrey (R)	—	—	—	—	—	—	—	—	—	0
NEW JERSEY										
*Lautenberg (D)	+	+	NV	+	+	+	+	+	+	100
*Bradley (D)	+	+	+	+	+	+	—	+	+	89
NEW MEXICO										
*Bingaman (D)	+	+	+	+	+	+	+	+	+	100
Domenici (R)	—	+	NV	—	+	NV	+	—	—	43
NEW YORK										
*Moynihan (D)	+	+	—	+	+	+	—	+	+	78
D'Amato (R)	NV	+	—	—	+	—	—	—	—	25
NORTH CAROLINA										
East (R)	—	—	—	—	—	—	—	—	—	0
Helms (R)	—	—	—	—	—	—	—	—	—	0
NORTH DAKOTA										
*Burdick (D)	+	+	+	+	+	+	+	+	+	100
*Andrews (R)	+	+	+	—	+	+	+	+	+	89
OHIO										
Metzenbaum (D)	+	+	+	+	+	+	+	+	+	100
Glenn (D)	+	+	NV	NV	+	NV	+	+	NV	100
OKLAHOMA										
*Boren (D)	+	—	+	+	+	—	+	—	+	67
Nickles (R)	—	—	—	—	—	—	+	—	—	11
OREGON										
*Hatfield (R)	—	+	+	—	+	—	+	+	—	56
Packwood (R)	—	+	NV	—	+	—	—	+	—	38
PENNSYLVANIA										
Specter (R)	+	—	+	+	+	+	+	+	—	78
Heinz (R)	—	+	+	—	+	—	NV	+	+	63
RHODE ISLAND										
*Pell (D)	+	+	+	+	+	+	+	+	+	100
Chafee (R)	—	+	+	—	+	—	+	+	+	67

	Vote Number 1	2	3	4	5	6	7	8	9	% Pro-NEA
SOUTH CAROLINA										
*Hollings (D)	+	NV	+	+	+	NV	+	—	+	86
Thurmond (R)	—	—	—	—	+	—	NV	—	—	13
SOUTH DAKOTA										
Pressler (R)	—	NV	—	+	—	—	+	—	+	38
Abdnor (R)	—	—	—	—	—	—	+	—	—	11
TENNESSEE										
*Sasser (D)	+	+	+	+	+	+	+	—	+	89
Baker (R)	—	+	—	—	+	—	+	—	—	33
TEXAS										
Bentsen (D)	NV	—	+	+	+	+	+	—	+	75
Tower (R)	NV	—	—	—	—	—	—	—	—	0
UTAH										
Garn (R)	—	—	—	—	—	—	+	—	—	11
Hatch (R)	—	—	—	—	—	—	—	—	—	0
VERMONT										
*Leahy (D)	+	+	+	+	+	+	+	+	+	100
Stafford (R)	+	+	+	+	+	+	+	+	+	100
VIRGINIA										
Warner (R)	—	—	+	—	+	—	+	—	—	33
Trible (R)	—	—	+	—	+	—	—	—	—	22
WASHINGTON										
Evans (R)	0	0	0	—	+	NV	+	+	—	60
Gorton (R)	—	+	—	—	+	—	+	+	—	44
WEST VIRGINIA										
Byrd (D)	+	+	+	+	+	+	+	—	+	89
*Randolph (D)	+	+	+	+	—	+	+	—	+	78
WISCONSIN										
Proxmire (D)	—	—	+	—	+	—	—	—	+	33
Kasten (R)	NV	—	—	—	+	—	—	—	—	13
WYOMING										
Simpson (R)	—	NV	—	—	+	NV	+	—	—	29
Wallop (R)	—	—	—	—	—	—	—	—	—	0

*Cosponsor of the American Defense Education Act (ADEA).

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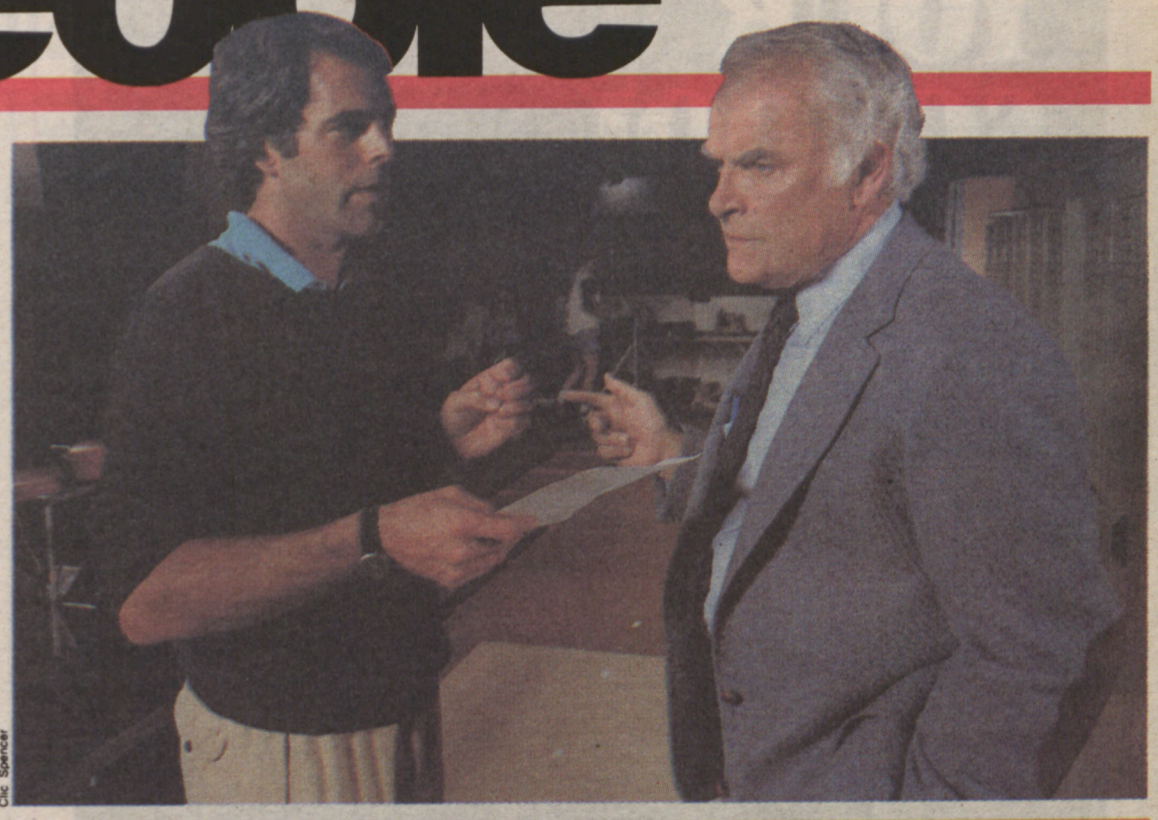
People


Clic Spencer

Many students from Beverly Hills (Calif.) High School have grown up to star in music, film, or television. This fall one of the school's teachers gets his turn to appear on national TV.

NEA member **John Ingle**, who teaches drama and musical comedy, is the star of one of NEA's four back-to-school TV advertisements pointing out the excellent teaching that goes on in U.S. public schools.

Ingle (shown here with TV director Don Guy) has clearly been effective during his three decades in the classroom. Only a few students in each class aim for stage or screen careers, but in this group, several have found fame over the years. Ingle's former students include Desi Arnaz, Jr., Richard Dreyfuss, Linda Evans, Mike Farrell, Barbara Hershey, Yvette Mimieux, and Stephanie Powers.

What can a drama teacher do to help students bent on acting careers?

"If we give them skills—sight-reading, singing on pitch or with a flair, reading parts—that will get them a good audition," Ingle says. "And a good audition will get them a call back. That's the most we can do for them. Usually a kid who has strong skills, good work habits, and sensitivity will have at least a chance."

TV viewers can check Ingle's teaching technique during ABC and NBC news and public affairs programs through the end of October.

The odds are good that Lavender the Clown will eventually show up anywhere NEA Student Programs member **Susan Lueders** teaches. Here Lavender, a European-style miming clown with dead-white face, is seen with Omaha Education Association member **Karen Brooks'** second grade class at Mount View Elementary School.

Karen Brooks

Lueders created Lavender to participate in a college gospel-teaching group, then went to clown school to learn how to *be* Lavender. This year she's finishing a teaching degree at the University of Nebraska.

"Traditionally," Lueders explains, "only flesh-colored or *auguste* clowns can speak. But it's hard to get flesh tones in water-based paint, so I teach the kids to be mimes. Once Lavender's own makeup is complete, of course, I stop talking and Lavender takes over."

Jim Daniels

The jazz devotee who hosts a weekly show on WRIU, the University of Rhode Island's educational radio station, is none other than high school environmental biology teacher **William McEneaney**.

His two-hour Saturday evening radio program, Music 555—featuring Count Basie, Oscar Peterson, Thelonius Monk, and other favorites—is billed as a graduate course in jazz history.

Back at South Kingstown High, NEA member McEneaney teaches five sections of biology, acts as yearbook adviser, and coaches girls' tennis. True to form, he devotes his free period to teaching jazz history as an elective course—complete with required papers and oral reports.

Philip Whiteside

Virginia kindergarten teacher Barbara Hicks Harding journeyed back in time recently to dance the minuet with George and Martha Washington in an 18th-century tavern.

When she's not in her Herndon Elementary School classroom, Harding directs and performs with the Old Dominion Dancers, an early American dance group. When MGM's producers began work on last spring's "George Washington" TV miniseries, they heard about Harding's group and invited its members to audition.

The dancers got roles as extras and performed the minuet in two ballroom scenes filmed at historic Gadsby's Tavern in Alexandria, Virginia. But Harding did more than just dance on screen: she actually taught the minuet to "George Washington" series stars Barry Bostwick, Patty Duke Astin, Jaclyn Smith, and David Dukes.

"It was a joy to teach them," Harding reports. "They were all professionals who wanted the dances to be as perfect as I did."

Indiana caves . . . Florida shark research stations . . . Australian coral reefs.

These are among the destinations open to outdoor-loving teenagers lucky enough to spend two weeks of their summer in an Institute for Environmental Exploration (IEE) program directed by Illinois Education Association member **Barry Barker**.

Barker—seen here with two of his students collecting marine animals in Florida—is an advanced biology teacher at Urbana High School. He offers five IEE sessions each summer.

Donations from local groups and major corporations take care of most of the costs; the students and their families pick up the rest.

Barker reports that the IEE experience often increases students' self-esteem, helps improve their grade point averages, and gives them a sense of direction. "Several of our graduates are now attending major universities that offer marine biology programs," he adds.

And the program is expanding. Last summer, Barker took 18 students to Australia's Great Barrier Reef. The students shot underwater slides and later submitted them to the National Geographic Society, which published them in a six-page photo story in the September 1984 issue of its *World* magazine.

Barker's work with the IEE program has earned him NEA's 1984 Irvamae Applegate Award for International Understanding.

Gary Reiss, Institute for Environmental Exploration

YOUR SCHOOL CAN HELP

KEEP THE TORCH LIT™!

Kellogg's has pledged significant funds in support of a box top collection project for schools who want to help restore the Statue of Liberty.

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As a Founding Sponsor of The Statue of Liberty-Ellis Island Foundation, Inc., Kellogg Company has agreed to help raise money for the urgent restoration of these landmarks.

Depending on how many box tops are sent in, your school organization will receive either the Kellogg Liberty Gallery Award or the Kellogg Citizenship Award.

The Liberty Gallery Award consists of six attractive posters, a brass plaque mounted on walnut and a special Teacher's Guide for use by educators in teaching the history of the Statue of Liberty and Ellis Island.

The Citizenship Award is a personalized, framed certificate of appreciation.

Joseph Kugielsky Photo © 1984

If your principal has not received details already, please send in the form below.

Kelloggs Schools' Liberty Campaign
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Title School

School Address-Street

School Town/City State Zip

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TELEVISION

Teachers Can Put PBS Folktale Series to Good Use

Public television viewers will get a chance to see seven of the Brothers Grimm's early-nineteenth-century folktales brought to life in American settings this fall and winter.

The weekly series of 20-minute programs—"From the Brothers Grimm: American Versions of Folktale Classics"—is already

Davenport Films, Delaplane, Va.

being aired over certain PBS stations—and will be repeated across the country sometime after mid-January. (Check TV listings for dates and times in your area.)

The tales, in order of broadcast, are "The Frog King," "Bearskin," "Hansel and Gretel," "Rapunzel, Rapunzel," "Bristlelip," "The Goose Girl," and a two-part "Jack and the Dentist's Daughter." A ninth program, "The Making of 'The Frog King,'" will show how the filmmakers solved the many technical problems that faced them as they filmed the tales in Appalachia with live performers.

Faithful to the original tales, the TV adaptations recognize that life is sometimes difficult and personal growth sometimes painful. Each of the tales ends happily—and has a moral.

A 22-page teacher's guide to the series is available from your local PBS station or from Davenport Films, Inc., Route 1, Box 527, Delaplane, VA 22025 (phone 703/592-3701) for $4, with discounts for quantity orders.

Or if you teach language arts, social studies, art, or drama at any level, you might like to clip and save the following suggestions for capitalizing on the series in the classroom. They come from NEA member Betty Ann Holmes, special education teacher for first through fifth graders at Samuel Coleridge-Taylor Elementary School in Louisville, Ky.

For Elementary Students

► Invite the school media specialist to visit your class and read or tell two favorite Grimm tales. Discuss the similarities and differences between them.

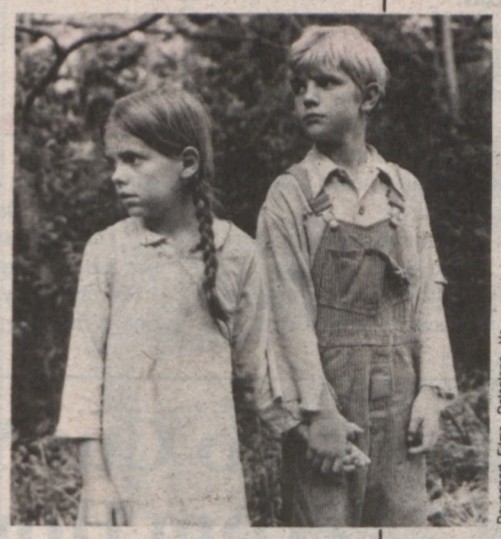
► Invite a local storyteller or folksinger to perform for your students.

► Discuss the textures and colors of different fabrics, and how these can become symbols. What types of clothes are worn in the Grimm tales? Compare those worn by a princess and by a servant. Have the students touch different types of fabrics and describe how the fabrics make them feel. Make a color chart and identify the colors that are symbolic in the tales.

► Organize a "My Favorite Character Day" on which students dress up as folktale characters. Invite their families—and ask other members of the community to come in and pick winners in such categories as Most Original and Most Realistic. Record the day on tape and with a Polaroid camera, and post the photos on the bulletin board.

► Discuss with your class the use of photography to create special effects in the PBS series. Take students to a local commercial photo studio, then to a newspaper photo department. Have them compare the way the two treat reality.

► Let the students use a simple Polaroid camera to experiment with different types of lights and angles themselves. Mount their results on a bulle-



Davenport Films, Delaplane, Va.

tin board labeled "Things Aren't Always What They Seem To Be."

► Have a local actor or makeup artist visit the class and demonstrate how to make a character age, or how to form a witch's chin and nose.

► Arrange to visit a local theater for a dress rehearsal. Ask for a director, set designer, or property manager to talk to the class before and answer their questions after the rehearsal. Request that the curtains remain open between scenes so students can see lights adjusted, flats moved, and props positioned.

For Intermediate and High School Students

► Have students give examples of fantasy in the Grimm tales. Discuss whether the tales could be told without fantasy.

► Ask each student to write an adventure story for a hero *without using fantasy*. Can it be done? Use Superman as an example. Would he be Superman without fantasy?

► Ask students to keep a log of fantasy content in TV shows they watch during one week. Have them discuss their findings. Did they like or dislike the way fantasy was used? Why?

► Many of the Grimm characters have to make important choices—choices that external events help to clarify. Do students see any parallels between these choices and the ones they must make in their own lives?

► Discuss the important role that symbols play in the Grimm stories—and in most TV shows and commercials. Which symbols in a particular tale—"Bearskin," for instance—indicate good and evil? Have students list as many visual symbols and logos as they can, drawing from commercial signs, T-shirts, and other sources. Then have them make collages of either good or evil symbols, using magazine pictures, labels, and advertising.

► Assign students a research project on theatrical makeup. Let

Davenport Films, Delaplane, Va.

them work in small groups, experimenting with grease paint.

► Discuss the way people are influenced by other people—in real life and in the Grimm tales (especially "Bristlelip"). Ask students to write an essay about the way they would like their lives to influence others.

Davenport Films, Delaplane, Va.

Other Recommended Viewing and Listening

NEA recommends the following broadcasts to members, students, and their families:

On Television: The Violence Factor—*PBS, Friday, September 28, 9-10 p.m. ET.* Edwin Newman hosts this documentary that raises issues about the behavioral, political, and financial implications of TV violence. Caution: contains some violent scenes.

The Constitution—*PBS, Tuesdays, 10-11 p.m. ET.* Series examines the 200-year-old document in the light of present-day controversies over prayer, human rights, insanity, and other issues.

ABC Afterschool Specials—*ABC-TV, Wednesdays: check local listings for times. October 10:* "Out of Step." Story of two teenage girls who learn that faith in oneself is as important as talent in making dreams come true. *October 24:* "Meanwhile, Back at the Castle." Based on a book by Hope Campbell about a sophisticated urban family that learns the true meaning of "family."

The Brain—*PBS, Wednesdays, October 10 through November 28, 8-9 p.m. ET.* Eight one-hour documentaries explore the most current theory and research about the brain. The series is part of a college credit course—"Brain, Mind, and Behavior"—being offered by some two- and four-year institutions. For more information, call the Annenberg Collection toll free at 1-800-LEARNER.

On the Money—*PBS, Thursdays beginning October 11, 8:30-9 p.m. ET.* Series developed in association with *Money* magazine demystifies personal and family money management and provides insights into the world of finance and economics.

Silence of the Heart—*CBS-TV, Tuesday, October 30, 9-11 p.m. ET.* Drama about teenage suicide, featuring Mariette Hartley and Howard Hessman.

Why in the World—*PBS, twice weekly; check local listings for dates and times.* Series of half-hour segments examining current issues.

The Cabinet of Doctor Fritz—*National Public Radio, check local listings for dates and times.* Dramatic adaptations of bizarre stories by authors including Stephen King, Carlos Fuentes, Ishmael Reed, and Carl Edward Wagner, using binaural (3-D) sound developed in Germany as the "Kinstkopf method."

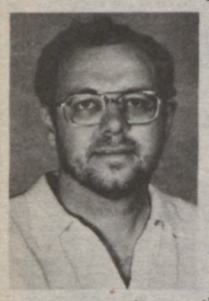
Old Enough To Care—*PBS; check local listings for dates and times.* Series of six 15-minute telecasts that teach about the process of dying.

IDEA EXCHANGE

TGIF in Science Class

Fridays can be tough, notes Pennsylvania science teacher Timothy Folkomer. But his students at Penn Wood East Junior High in Yeadon pay special attention that day.

Every Friday Folkomer turns over the last 15 minutes of each of his classes to demonstrations by three students, who do experiments they've thought of and worked out. Each student must know what scientific principles are involved in his or her demonstration.



The independent thinking and library research do the students good. "Their peers come to see them in a different light," says Folkomer, "and so do I."

Each Wednesday, the student demonstrators of the week go over their experiments with Folkomer—to prevent duplication and ensure that each student will actually have an experiment on Friday.

A sample experiment: Ask the class what will happen when you drop a basketball and a baseball from the same height at the same time. Do it. Ask the class to explain what actually happened.

Timing on Task

At Laramie (Wyo.) Junior High School, three seventh-grade English teachers report that in their classes time on task is often "saved by the bell."

Chris Inkster, Mary Burman, and Susan McGraw sometimes settle students down to work by giving them timed tasks. From two minutes of proofreading to five minutes of small group conference to eight minutes of alphabetizing a spelling list to 15 minutes of sharing writing to 20 minutes of free reading, the tick of a kitchen timer saves many minutes that might otherwise be lost, the three teachers say.

Invest in Observation

Observing students closely takes time, but it's well worth the investment, contends Janet Trenka Bercik of Whiting, Ind.

Simple observation can reveal many kinds of concrete facts about the child—readiness for various subjects, physical and emotional condition, self-image, social skills.

Bercik, now retired after 19 years of teaching preschool and primary youngsters, describes several ways she collected this information:

► She made sure to observe every day, during every kind of school activity, keeping her notes in a special book or on a simple chart organized by child and type of activity.

► She set aside open periods before and after school when students whose transportation arrangements allowed it could feel free to come in and talk to her.

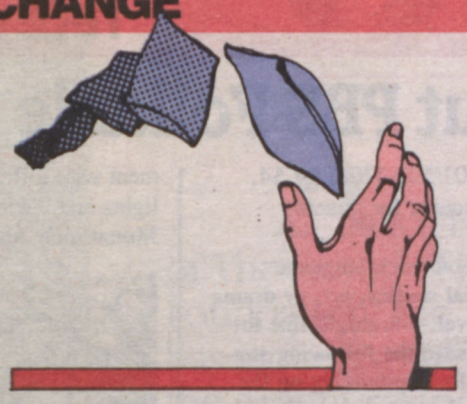
► She asked aides for their opinions, finding that they often shed light on situations she'd never explored.

At the end of a week, Bercik found, she would have anecdotes about each child, and over the year the time she spent building up the file was compensated by the increase in her understanding of her students.

Exercising Agility

Joan Menken of Greene (Iowa) Elementary School has found a way to improve her sixth graders' coordination while holding their attention in science and language classes.

Menken asks a question, names a student to answer it, and tosses an eight-inch-square beanbag toward the youngster, who tries to answer the question



correctly, then catch the beanbag and triumphantly fire it back to Menken.

"The kids ask, 'Aren't you going to use the beanbag today?'" Menken reports. "The class stays very alert, because each one is thinking, 'Am I going to be next?'"

Keeping Up Enthusiasm

How can you sustain the morning's enthusiasm in the late afternoon? a Nebraska basic reading teacher asks. "I teach four sections of the same class in one day," explains B. J. Johnson of Omaha. "The students in the last sections are shortchanged because the day's material has lost its appeal to me—has become dull and lifeless."

Have you found ways to overcome the problems that arise from a repetitious schedule? Share your ideas by sending them to "Enthusiasm," Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

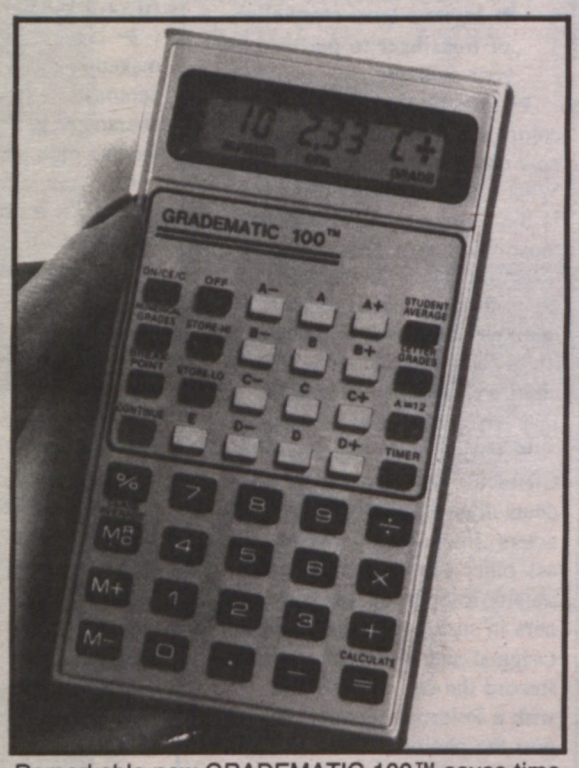
How To Cut Your Grading Time From Hours To Minutes.

It took 20 years to develop, but finally there's a tool to perform your tedious and tiresome grading computations for you. It's the GRADEMATIC 100™ teacher's calculator, and it is, quite simply, the time-saving answer to grading for today's busy teacher.

Invented by Michigan educator John Brittan, the GRADEMATIC 100™ reduces to minutes the grading computations which take hours by hand or with a conventional calculator.

And less time spent grading means more time to prepare your classes, work with your students—and spend doing the things you like to do!

What's more, the GRADEMATIC 100™ gives accurate, reliable figures to show your students and their parents. No more approximating or estimating.



Remarkable new GRADEMATIC 100™ saves time, improves accuracy and makes life simpler for today's busy educator, and sells for just $29.95.

Letter And Numeric Grade Averaging—And More!

Here's what the GRADEMATIC 100™ will do for you:

- Average strings of letter grades (even allowing for differently weighted grades; 10-point homework, 25-point quiz, 50-point final) into final end-of-term letter grades. For example, enter and average 5 grades—**A −, B +, C +, A** and **B − = B +** —in just 6 keystrokes.
- Average strings of numerical scores into final end-of-term letter grades just as easily.
- Convert scores for a single test or assignment (or a semester's worth of tests and assignments) into a complete, accurate letter grade scale.
- Time tests with its Timer-Alarm, which can be used concurrently with the calculator's other modes.

That's not all, the GRADEMATIC 100™ computes up to 99 letter or numeric grades per student, gives overall class average, and is a compact, stylish calculator with percent, memory and battery-saving automatic shut-off.

Simple to Use

But most of all, the GRADEMATIC is easy to use. The complex grading formulas— which now take you so long by hand— are put in for you. No complex keystrokes to enter. No formulas to remember.

And the keyboard and large display are clearly marked. Letter and number keys are completely seperate; no dual function keys which operate as letters in one mode, numbers in another.

And with its modern slimline styling—just 3/8 of an inch thick, the width of a pencil—the GRADEMATIC 100™ fits easily into pocket or purse.

Professionally Proven

"Tremendous. After ordering and using the GRADEMATIC 100 at school... 12 more teachers ordered one for themselves. Love mine." **Mary Lou Taylor, South Spencer School, Rockport, Ind.**

"I moved from 30 hours per grading period (to average student grades) to less than 10 hours using this system." **Sherrie D. Morritz, Grandview Jr. High School, Phoenix, Arizona.**

"I can't believe the time I save with this wonderful invention! It's so easy even my students can use it to average their grades." **Gary Geivet, Santiago Elementary, Santa Ana, California.**

"In the 10 years I have taught, this is one of the most important tools I have (owned). I recently computed 155 grades in 20 minutes—a usual 2-hour chore." **Beverly Anne Ledbetter, Pasco Jr. High School Dade City, Florida**

Limited Time Introductory Offer—$29.95

Best of all, the GRADEMATIC 100™ is affordably priced. For a limited time only as a special introductory offer, you can order your time-saving GRADEMATIC 100™ for just $29.95 (plus $3 shipping and handling each).

For an additional savings of nearly $5.00 each, order five or more for just $28.00 each—shipping included!

And the GRADEMATIC 100™ is tax deductible for teaching professionals!

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A literal grading survival kit, the GRADEMATIC 100™ includes a 2-week MONEY-BACK GUARANTEE, 1-Year Warranty, 28-page easy-to-follow owner's manual, long-life replaceable batteries —which normally last over 1,000 hours!—, and sturdy vinyl carrying case (brown).

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Your NEA

REACHING OUT

New Journal for Higher Education

NEA has established a unique new journal—the first ever conceived and developed from an organized faculty perspective—on higher education issues.

Thought & Action will appear biannually, in the fall and spring. The premiere issue, now in the mail to NEA higher education members, focuses on industry-university research relations. Contributors range from Ralph Nader to Reagan Administration Commerce Undersecretary D. Bruce Merrifield.

Upcoming issues will explore such topics as collective bargaining and working conditions in higher education.

Thought & Action is just one part of NEA's new and expanded publishing program for higher education members. That program also includes a newsletter—the *NEA Advocate*—published 16 times a year, and an annual fact book—the *NEA Almanac*—published each spring.

For additional information about any of these publications, write to NEA Communications at NEA Center.

A Week To Celebrate Educational Excellence

Soon it will be time again to celebrate American Education Week (AEW)—time for American communities to take a good look at their public schools and renew their commitment to them.

The 1984 observance is set for November 11-17. Theme is "Educational Excellence: Our Nation's Strongest Defense."

NEA has prepared an AEW packet, chock-full of planning ideas and aids. It includes an observance manual, official poster, napkin, button, news releases, reproducible art, a mayor's proclamation, parent/community involvement leaflets, and other informational pamphlets.

The packet costs just $5.95. Order by writing to American Education Week, P.O. Box 509, West Haven, CT 06516. Please be sure to include the stock number: 5050-9-80-CY.

Attention, Life Members

The 1984 *Proceedings of the Representative Assembly* will be mailed in January to any NEA life member who wants a copy.

To get one, simply clip your mailing label from the front of this newspaper and send it with your request to Membership Records at NEA Center no later than December 1.

LOOKING BACK

► **In May, as *NEA Today*** neared the end of its second year of publication, NEA Research conducted an in-depth membership survey to determine how well the newspaper is being received.

The results of this nationwide telephone survey are now in, and they're heartening.

About a quarter of the Association members polled said they read "all" or "most" of *NEA Today;* over a third read "some" of it; 40 percent "quickly browse"; and only 1.8 percent "don't look at it." Readership is highest among junior high teachers.

Best read features? "Debate," "Letters," and "You and the Law."

Articles that readers would like to see more of? "Practical classroom tips" (83 percent) and "instructional trends and research" (67 percent).

What happens to the average issue of *NEA Today* after members read it? Almost a fifth of NEA members save the entire issue. Another 25 percent clip and save specific articles.

And how about you? What would make *NEA Today* a more valuable publication for you and your colleagues? *NEA Today* would like to know—and you don't have to wait to be polled to voice your feelings. Please send your comments, suggestions, or criticisms to *NEA Today* at NEA Center, 1201 16th St., N.W., Washington, DC 20036.

► **In a recent statewide** meat-processing competition sponsored by the Wyoming Association of Meat Packers, a team of eight Wheatland High School students bested the pro-

fessionals in two out of seven categories—all-beef summer sausage and beef jerky.

Says their vocational education teacher, Brian Cotterman ("People," May 1983), "The meat packers *know* our graduates are worth hiring when they've already been beaten by them in professional competition!"

TAKING A STAND

NEA Directors OK Budget, Approve Aid to Connecticut

Under a policy set by the NEA Board of Directors in 1975, the NEA newspaper must publish all roll-call votes of the Board. There were two such votes at the Board meeting held June 28 and June 30.

Subjects of votes:

#1: To authorize financial assistance to the Connecticut Education Association in the amount of $50,000 from contingency funds. (115 YES, 7 NONVOTING, 2 ABSENT, 2 OTHER ABSENTEES REPLACED BY ALTERNATES.)

#2: To approve the proposed program budget for fiscal year 1984-85 and to recommend its adoption by the Representative Assembly. (113 YES, 5 NO, 4 NONVOTING, 2 ABSENT, 2 OTHER ABSENTEES REPLACED BY ALTERNATES.)

Key:
Y—voted in favor of the issue
N—voted in opposition to the issue
NV—vote not recorded on the issue
O—absent from meeting
*—alternate director
**—submitted statement of position

NAME	STATE	Roll Call # 1	2
Dotson	Ala.	Y	Y
Harris	Ala.	Y	Y
McDonald	Ala.	Y	Y
Stitham	Alaska	Y	Y
Beachem	Ariz.	Y	Y
Federoff	Ariz.	Y	Y
Johnson	Ark.	Y	Y
**Gooden	Calif.	NV	Y
**Harper	Calif.	NV	Y
Hodgkins	Calif.	Y	Y
Johnson	Calif.	Y	Y
Reising	Calif.	Y	Y
Shaw	Calif.	Y	Y
Vick	Calif.	Y	Y
Williams	Calif.	Y	Y
Lansford	Colo.	Y	Y
Morris	Colo.	Y	Y
**Chase	Conn.	Y	NV
Gagliardi	Conn.	Y	Y
Smith	Del.	Y	Y
Winter	D.C.	Y	Y
Gordon	Fla.	Y	Y
Scott	Fla.	O	O
Aikens	Ga.	Y	Y
Eller	Ga.	Y	Y
Lum	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Barrow	Ill.	Y	Y
Price	Ill.	Y	Y
Smith	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	Y	Y
Mesicek	Iowa	Y	Y
Cole	Kansas	Y	Y
Gunter	Kansas	Y	Y
Harvey	Ky.	Y	Y
Morton	Ky.	Y	Y
Falcon	La.	Y	Y
Green	La.	Y	Y
McGary	Maine	Y	Y
Doyle	Md.	Y	Y
Kuker-Kihl	Md.	O	O
*Stonestreet	Md.	Y	Y
Dunn	Mass.	Y	NV
**LaPlante	Mass.	NV	Y
Todd	Mass.	Y	Y
Brown	Mich.	Y	Y
Davenport	Mich.	Y	Y
Smith	Mich.	Y	Y
Speicher	Mich.	Y	Y
Zook	Mich.	Y	Y
Etter	Minn.	Y	Y
Thomas	Minn.	Y	Y
Tigner	Minn.	Y	Y
Armstrong	Miss.	Y	Y
Austin	Mo.	Y	Y
Berg	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Anderson	Nev.	Y	Y
**Sargent	N.H.	NV	NV
Goldman	N.J.	Y	N
Johnson	N.J.	Y	N
Moore	N.J.	NV	N
Parish	N.J.	Y	N
Walters	N.J.	Y	N
Eachus	N. Mex.	Y	Y
Anderson	N.Y.	Y	O
Cleveland	N.Y.	Y	Y
*Ruth	N.Y.	O	Y
Cummings	N. Car.	Y	Y
Graves	N. Car.	Y	Y
Rader	N. Car.	Y	Y
Gallagher	N. Dak.	Y	Y
Augusta	Ohio	Y	Y
Dorsey	Ohio	Y	Y
Jones	Ohio	Y	Y
Savage	Ohio	Y	Y
Black	Okla.	Y	Y
Jewell	Okla.	Y	Y
Cornell	Ore.	Y	Y
Lee	Ore.	Y	Y
Bentz	OV	Y	Y
Epting	Pa.	Y	Y
Halas	Pa.	Y	Y
Huntley	Pa.	Y	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
del Valle	P.R.	Y	NV
Blanda	R.I.	Y	Y
Kanapaux	S. Car.	Y	Y
Horgen	S. Dak.	Y	Y
Akers	Tenn.	O	O
Martin	Tenn.	Y	Y
Harrell	Texas	Y	Y
Jennings	Texas	Y	Y
Scott	Texas	Y	Y
Stacey	Texas	O	Y
*Young	Texas	Y	O
Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Gant	Va.	Y	Y
Mika	Va.	Y	Y
Wilson	Va.	Y	Y
Amos	Wash.	Y	Y
Bauer	Wash.	Y	Y
Horne	Wash.	Y	Y
Davis	W. Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Jones	Student	Y	Y
Mantooth	Student	Y	Y
Chavis	At Large	Y	Y
Marrone	At Large	Y	Y
Sproul	At Large	Y	Y
Treibley	At Large	Y	Y
Foglia	Ex. Com.	Y	Y
Fujimori	Ex. Com.	Y	Y
Lewis	Ex. Com.	Y	Y
Mack	Ex. Com.	NV	Y
Obermeyer	Ex. Com.	Y	Y
Wilson	Ex. Com.	Y	Y
Bradshaw	Ex. Com.	Y	Y
Geiger	Ex. Com.	NV	Y
Futrell	Ex. Com.	Y	Y

** The following Board members were not present when roll-call vote #1 was taken but requested their affirmative positions recorded: **Roger A. Gooden** and **Nadine Harper** (Calif.), **Paul O. LaPlante** (Mass.), and **Erick Sargent** (N.H.). **Robert F. Chase** (Conn.) was not present when vote #2 was taken but requested his affirmative position recorded.

Creativity Pays Off!

NEA and KODAK present

The Third Annual 'Cameras in the Curriculum' Competition

"Photography, simply by being a different medium, something a bit unfamiliar, can arouse and focus the interests of students."
—Jack Lopez, 4th grade teacher, Cirby Elementary School, Roseville, California

Create a plan to use still photography in YOUR classroom...

YOU CAN WIN $200, $500, $1,000, or even $1,500 *AND* have your winning project published by Kodak and shared with teachers across the country!

When you enter, you'll also receive—absolutely FREE—the initial volume of *Cameras in the Curriculum,* containing case studies of the 119 teacher projects that won awards in the first of these annual NEA/Kodak competitions. This popular resource book normally sells for $5.95.*

Enter soon. Deadline is December 10, 1984!

P.S. You need NOT be a camera 'expert' to enter.

* If you don't enter the competition but would like a copy of *Cameras in the Curriculum,* send a check or money order for $5.95 (payable to the National Education Association) to NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

"Many students volunteered their free hours, the silent spoke up, and the students prone to cutting classes stayed on the scene."*—Marcia Sauvie, English teacher, Carman High School, Flint, Michigan*

"Even students who were weak in the basic academic areas were meeting success through this project."
—Kelly Sisk, 5th grade teacher, Zweibruecken Elementary #1 (Department of Defense Dependents School), Zweibruecken, Germany

Here's All the Information You Need To Enter

WHO IS ELIGIBLE?
Teachers and teams of teachers at any level (kindergarten through higher education), in any subject area, may apply.

WHAT ARE THE AWARDS?
► There will be 150 implementation awards of $200 each (to carry out your project and to submit a final report for the grand prize competition).

K-12 category: one in each of NEA's 53 state affiliates, plus 77 at-large awards

Postsecondary category: 20 at-large awards

► Seven grand prizes will be awarded to the most outstanding projects.

K-12 category: three elementary awards ($1500, $1000, $500); three secondary awards ($1500, $1000, $500)

Postsecondary category: one $1,500 award

HOW DO YOU APPLY?
1. Choose any specific subject area or academic discipline, or a combination of two or more.
2. Develop a plan to use still photography to improve instruction in your chosen area(s). (Use any type of camera or film.)
3. Write a proposal, using the following outline. Please address each element in order.

A. OVERVIEW: A 50-word summary of your proposed project.

B. OBJECTIVES: State your project's desired outcomes. What measurable knowledge, skills, and/or attitudes will students acquire as a result of participating?

C. RESOURCES: What people, materials, equipment will you use? How?

D. ACTIVITIES: What specific assignments and/or creative activities will your students undertake to carry out your project's objectives? Show that students will play an active, not passive role. Explain how photography is integral to your project.

E. ADAPTABILITY: Describe the features of your project that would be most transferable to other settings.

F. EVALUATION: Explain the specific procedures you'll use to evaluate your project's accomplishments (e.g., how has it strengthened students' knowledge, skills, or attitudes, resulted in positive behavioral changes, affected parents, school, or community?) Relate your evaluation to the project's objectives.

4. Submit four copies of your proposal to "Cameras in the Curriculum," 1201 Sixteenth Street, N.W., Washington, DC 20036. Please send proposals only, *no products.* Your proposal should be no longer than five double-spaced typewritten pages. The title, subject or academic area, and grade or academic level should appear at the top of each page. To ensure anonymity in the judging process, do NOT include your name anywhere on the proposal itself.

5. Attach a cover sheet showing your full name, home address and phone, gender, ethnic identification, school address and phone, grade level(s) you currently teach, position assignment or title, length of teaching experience, highest degree held, proposal title, subject area(s) or discipline(s) and grade(s) or academic level for which the proposal is designed, and date of submission. In the upper right-hand corner, state whether your project is for elementary, secondary, or postsecondary students. Please sign this cover sheet. Include a signed statement by your principal or supervisor that, should you be an award winner, you'll be able to carry out your project. Also include the full names and addresses of any local newspapers.
6. Make sure your entry is postmarked no later than December 10, 1984. Proposals cannot be returned.
7. Proposals will be judged for educational importance, creativity, and structural soundness.
8. The $200 implementation grant winners will be notified in February 1985 and will have approximately 3½ months to implement their projects and submit final reports to NEA. In June 1985 a national panel will judge all 150 programs to select the seven grand prize winners.

HOW WILL THE WINNING PROJECTS BE PUBLICIZED?
The grand prize-winning projects—plus highlights from all other projects—will be published in a book copyrighted by Kodak and disseminated jointly by Kodak and NEA.

The NEA/Kodak Program is administered by the National Foundation for the Improvement of Education.

RESEARCH CLUES

Short on Micros? Then Keep Them *Out* of the Classroom!

by Joe Schneider

Although microcomputers appear to be almost as commonplace in public education as pinkeye, the fact is that many districts have only one or two machines per school. Teachers and administrators in these schools are constantly struggling to find ways to get the most use out of their hardware.

One factor, of course, is placement in the building. Should the microcomputer be located in the library? In a classroom? In a so-called "computer center"? Or should the custodian put it on wheels and scoot it around from room to room?

Does it really make any difference *where* the thing sits?

Yes—a big difference, research shows. The investigator in this case is Henry Jay Becker (his friends call him Hank), a research scientist at Johns Hopkins University's Center for Social Organization of Schools.

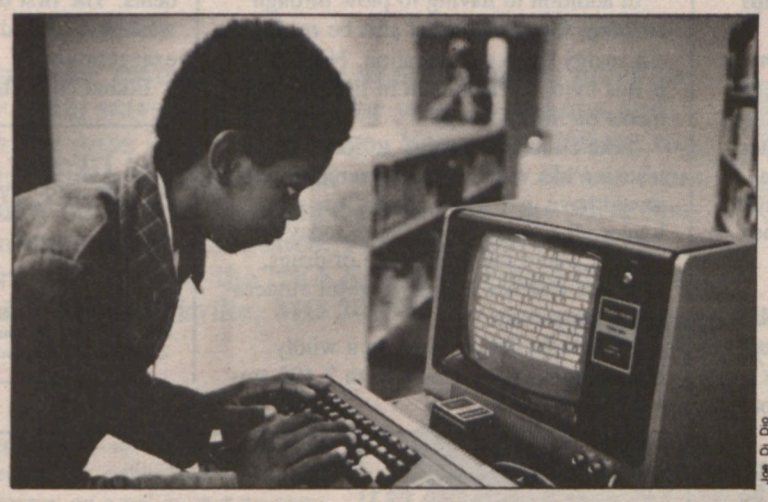
Becker has spent quite a bit of time studying how schools use microcomputers. He points out that *many* factors are involved—including characteristics of the student body, how long a school has had its equipment, and even the presence of a computer advocate on the faculty. Some of these factors also influence where a school locates its machines.

Yet even when Becker took all these variables into consideration, his research still found that the location of the microcomputer, in and of itself, influences its use.

Schools with only a few microcomputers should keep them *out* of the classrooms, Becker concludes. Putting the hardware in classrooms, he has found, means fewer teachers will have access to it, it will be used less often, it will get a narrower range of uses, and most of those uses will be drill-and-practice rather than programming.

So where do most schools place their micros? In the classroom, of course. Becker found that to be the case in just over half of all computer-using schools, both elementary and secondary.

A microcomputer will receive much heavier use if it's located in a "computer lab"—a room devoted solely to computer-related activities. Both teachers and students will use it more—for a broader variety of purposes.



Joe Di Dio

Locating microcomputers in a separate lab tends to result in more learning for more students, educational research suggests.

Microcomputers located in their own lab also tend to attract "above average" students—who tend to engage in a lot more programming activities, rather than just simple drill-and-practice.

Interestingly enough, Becker found that in *high schools*, teachers are more apt to try out micros placed in a library than in a computer lab. Library-based micros also attract all kinds of high school students—even more than computer labs do.

But the high school library has some drawbacks, too: students make fewer uses of the micros there, and the machines are in use somewhat less than are those in the lab setting.

Elementary schools, on the other hand, score few points for placing micros in their libraries. At this level, library-based micros produce less positive learning outcomes—and lower "enthusiasm" among users.

Of course, schools can resolve the placement problem by putting the microcomputer on wheels and pushing it around the building. In high schools, a moving micro can be advantageous. But that's not generally true in elementary schools.

Dispersing micros throughout a high school results in more teachers' making regular use of them—as well as a higher proportion of students using them at least occasionally. Teachers and students both make wider use of movable than stationary micros, Becker has found.

But elementary schools tempted to emulate this pattern will find there's a tradeoff. Rotating the machines around the building does improve student access—but those students most apt to use the micros generally end up having insufficient time with them to accomplish much learning.

Taking everything into consideration, then, Becker concludes, that locating a microcomputer in its own space—a computer lab—produces the greatest payoff. Rotating machines, dispersing them among several locations, or placing them in the library all have more drawbacks than advantages. And keeping scarce micros in the classroom—where most schools now have them—makes absolutely no sense.

But once the micro ends up in its own computer lab, Becker offers a cautionary note. It concerns equity.

Computer labs tend to attract better-prepared, above-average students. When these students bunch up around the machines, the other students may tend to shy away.

Unfortunately, lab supervisors all too often contribute to this problem. Many of them believe the advanced-math students should have primary access to the machines.

Becker suggests the problem be solved by leaving the micro where it is—and rotating the supervisors.

This column, a new feature to appear regularly in future issues of NEA Today, *will attempt to keep Association members abreast of the latest findings of educational research. Any opinions expressed here are solely those of the columnist, who is executive director of the Council for Educational Development and Research, Washington, D.C.*

YOU AND THE LAW

Of Politics. . . and Geriatrics

G. Harold Carswell. The name rings a bell, but only faintly. No, he wasn't a benchwarmer for the 1961 Yankees. In fact, what gives Carswell his place in history is that he never warmed The Bench at all. Nominated for the U.S. Supreme Court by President Richard Nixon in 1970, he was rejected by the Senate.

A trivial point? No, not this year. Not at a time when five Supreme Court justices—including William Brennan and Thurgood Marshall, two veteran advocates of equal educational opportunity—are age 75 or older. Not at a time when Americans are preparing to elect a President who will very likely appoint *five* new members to our highest court.

In all of American history, only 11 presidential nominees for the Supreme Court have met with Senate rejection. That fact is testimony to the remarkable power that the Judiciary Act of 1789 conferred upon the President. In the succeeding 205 years, 117 presidential nominees to the Court faced confirmation hearings. The Senate blessed 106 of them. Even the toughest Senators seem to become curiously docile when confronting presidential wishes for the Supreme Court lineup.

If President Reagan is reelected, his Supreme Court appointments will profoundly affect the social fabric and ideological bent of this nation long after he has passed from the scene. If reelected, he will very likely join George Washington, Andrew Jackson, and Franklin Roosevelt as the only Presidents to anoint as many as six Supreme Court justices. President Reagan does not belong in that company.

The choice this fall between Walter Mondale and Ronald Reagan is a choice between a Court modeled on the principles of the late Chief Justice Earl Warren and one modeled on those of current Chief Justice Warren Burger.

Chief Justice Warren, who was appointed by President Eisenhower, viewed the Constitution as a mandate to extend fundamental *democratic rights to every individual.* Chief Justice Burger, a Nixon appointee, insists on increasing governmental *power over the individual.* Burger's influence has been considerably strengthened by the one justice President Reagan has so far appointed—Sandra Day O'Connor.

During its 1983-84 session, the Burger Court backed the Reagan White House in a long series of key decisions. President Reagan got precisely what he wanted in such cases as—

► *Grove City College v. Bell*, in which the Court diluted the federal law banning sex discrimination in public institutions.

► *Lynch v. Donnelly*, in which the Court began to erode the church-state separation concept, and *Mueller v. Allen*, in which it furthered that erosion and opened the way for tuition-tax-credit legislation.

► *Connick v. Myers*, a decision that severely limited the free speech rights of public employees—including, of course, public school personnel.

The Reagan Administration lobbied for—then hailed as a triumph—each of these rulings.

What lies ahead? For public educators, there's a lot at stake. The nation's highest tribunal will determine this year—in its review of *New Jersey v. T.L.O.*—whether or not the Fourth Amendment protection against unwarranted searches applies in the public school setting.

It will also rule on the constitutionality of a Michigan school district's program that sends 470 public school teachers to teach—*at the public expense*—in 41 private schools. The annual drain from public school funds: $3 million-plus. The Sixth District U.S. Court of Appeals has warned, "A Supreme Court decision in favor of [this program] . . . would effectively destroy church-state separation in education."

What would that mean? A direct path to "parochiaid," tuition tax credits, schools segregated by race and religion, a massive and unprecedented siphoning off of public education funds.

We have no way of knowing how the current justices will rule on these cases. The Court's reigning moderate—John Paul Stevens—has harshly chastised his colleagues for overstepping their boundaries in recent decisions. Perhaps his critique will modify the Court's arrogance toward the ideals and principles so simply and eloquently expressed in the Constitution.

But one fact is clear. If President Reagan is allowed to make even one more Supreme Court appointment, the progressive fire of those ideals and principles will be extinguished. And our children will inherit a very different world. —*Carl Luty*

BOOK BEAT

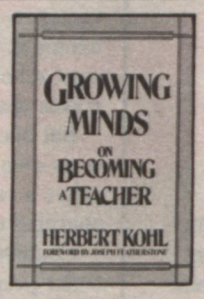
Taking a New Look at What Makes a Teacher...

The start of a new school year seems the perfect time to read Herbert Kohl's new book, *Growing Minds: On Becoming a Teacher.* But be advised: the book offers no lesson plans and certainly no gimmicks. Rather, through anecdotes describing his own and others' encounters with children of all ages, Kohl offers ideas, insights, and—perhaps what teachers need most—encouragement.

Kohl warns teachers that their job is more than just getting kids to feel good about themselves. They must strike a balance between child and content, not overemphasizing one or the other.

He insists that teachers must develop the craft of teaching. Good teaching, he writes, "consists to a large degree in being obsessed with helping others grow." An example of such obsession: his refusal to give up on a youngster who couldn't catch on to letter-sound correspondence. Kohl used piano music to show by analogy that printed symbols—both musical notation and letters of the alphabet—call for matching sounds, whether made by striking a piano key or activating the human voice.

GROWING MINDS: ON BECOMING A TEACHER



By Herbert Kohl
(Harper & Row. 163 pp. $13.95.)

Yes, this is a good time to read such an upbeat book. Today more and more teachers are asking themselves, "Why teach?" Kohl offers comfort and encouragement for novice and veteran alike: "The prime reason to teach is wanting to be with young people and help them grow. . .There is a crying need for us to be there for the children."

Reviewed by Paul B. Janeczko, English teacher, Gray-New Gloucester High School, Gray, Maine.

...and a Teenager

The basic argument of *All Grown Up and No Place To Go* is that American teenagers no longer have a place in our society. Compared to past generations, teens today have less time to form their own identities.

The culprits: divorced parents—or parents more interested in personal fulfillment than in guiding their children; media bombardment with sex and violence; the huge comprehensive high school.

Some of what David Elkind, who is professor of child study at Tufts University, has to say could help parents and teachers better understand the problems unique to today's teenagers. Yet *All Grown Up* has one basic flaw: it should never have been a book in the first place. The material could easily have been edited into a 5,000-word magazine article.

In addition to having to plow through padding, the reader must also be ready to sift reality from exaggeration. Nowhere is this more obvious than in Elkind's comments on high schools.

"The climate necessary to foster good teaching has virtually disappeared," he would have us believe. And "it is no longer all right to be young in today's school, where the prevalence of drugs, sex, and violence makes youthful vulnerability a handicap."

I've taught for 13 years in a wildly diverse urban high school with 2,400 students. The first description just doesn't wash; the second seems a gross exaggeration.

Elkind either has not been in very many American high schools, or he has fallen into the trap of twisting what he has seen to fit his own theories.

ALL GROWN UP AND NO PLACE TO GO

By David Elkind
(Addison-Wesley Publishing Co. 232 pp. $17.95; paperback, $8.95.)

Yet much of what he has to say is on the mark. He decries large classes because they make it difficult for teachers to be mentors who can aid students in their personal growth.

Unfortunately, *All Grown Up* is too much of a mixed bag to recommend without qualification. You might want to borrow it from a library, but probably not buy it, even at the paperback price.

Reviewed by Patrick Welsh, English teacher, T.C. Williams High School, Alexandria, Virginia.

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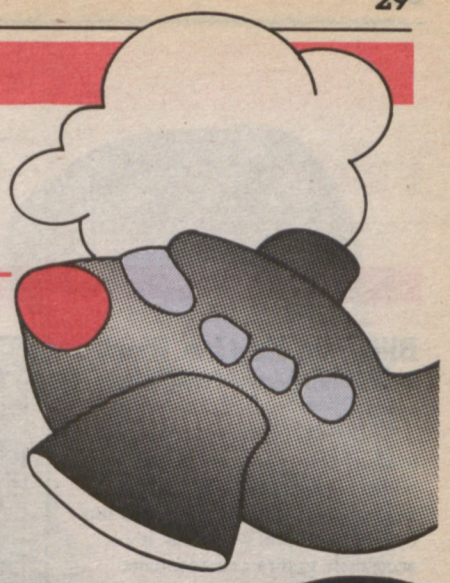


Many of us have too little insurance coverage in some areas—and too much in others. On this page we offer some ways to get more for your premiums and avoid overlaps while filling in the gaps in your coverage. Your Association, too, can help you become a wise insurance consumer. Not only can you choose from many local, state, and nationally sponsored insurance programs, but NEA Special Services publishes free guidebooks on insurance. For more information, contact your state Special Services office or the NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, MD 20850.

Some Insurances You Can Do Without...

Why pay extra for something you don't need and may already have? Three types of insurance you can probably skip:

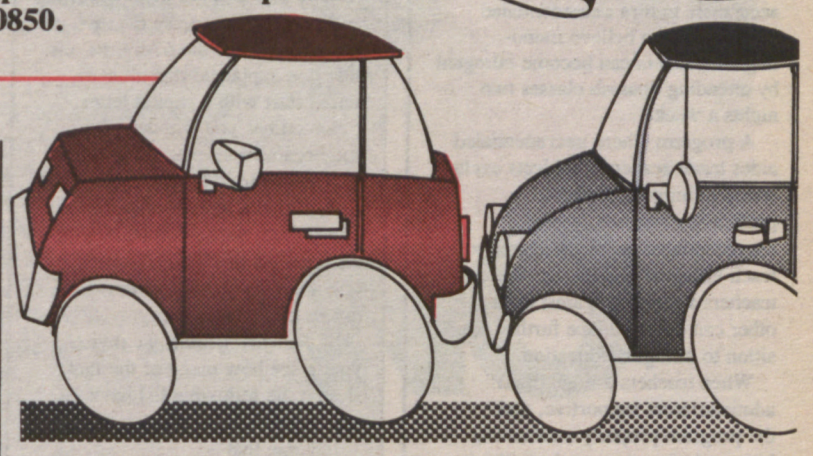
► *Flight Insurance.* Commercial airline travel may be the safest form of transportation there is. Your odds of dying on a scheduled flight are less than one in a million.

What's more, your regular life insurance coverage gets on the plane with you. Your family won't need any more life insurance benefits if you die in a plane crash than if you die of a heart attack. In fact, many policies pay double benefits if you die on a public vehicle.

Then, too, some travel agencies and credit cards like American Express and Unified Credit Card provide free flight insurance if you make your travel arrangements through them.

► *Cancer Insurance.* Like flight insurance, this one's sold primarily through fear. The fact is that most of us will never suffer cancer. But if we do, our medical insurance will be just as adequate—or inadequate—to cover the costs as it would for any other major illness. If you're uneasy, the answer is to improve your *overall* medical coverage, rather than waste money on a policy that protects you from just one disease.

► *Rental Car Insurance.* Explore all other options before agreeing at the counter to pay a fee—usually around $7 a day—to waive your liability for any damage done to a rental car. Your own auto insurance policies may cover any car you rent. If you're on business, your employer's insurance may cover it. And if you charge your rental fee on certain credit cards—such as the Unified Credit Card—you may automatically get a free collision liability waiver. What's more, most of the bigger rental car companies absorb any collision damage over a certain amount, so ask the person at the counter what your liability would actually be.



How Much Life Insurance Do You Need?

Paying the premiums for more coverage than your family will need is bad . . . but running the risk of having too little protection is even worse. The worksheet below can help you figure out just how much life insurance you need.

The worksheet gives the example of someone with a 35-year-old spouse and two children. The first four items are pretty straightforward, but when you get to the living expenses, you'll need to subtract income from expenses to see how much the insurance benefit should provide your spouse each year. Then, to provide enough money for the possibility that your spouse will live to be 90, pick an investment strategy—conservative or fairly aggressive—and use the table to find your investment rate factor (item 5f). Multiplying that by the net annual living expenses gives the amount of insurance you'll need if you want to give your spouse enough annual income to keep spending at the current level.

Once you've added the fund for living expenses to the sum of the first four items, just subtract any investments you have at the moment and you'll have the amount of life insurance you need. Unless, that is, circumstances or your needs change.

Expenses You'll Need To Cover	Your Family	Example
1. Funeral, estate taxes, etc.	_____	$ 5,000
2. Settle nonmortgage debt	_____	2,500
3. Emergency fund	_____	5,000
4. College fund	_____	76,800
5. Expected living expenses		
a. Average annual living expenses	_____	29,000
b. Spouse's average annual income	_____	22,500
c. Annual Social Security benefits	_____	5,000
d. Net annual living expenses (a minus b minus c)	_____	1,500
e. Years until spouse is 90	_____	55
f. Investment rate factor*	_____	22
g. Total living expenses (d × f)	_____	33,000
6. Total monetary needs (1 + 2 + 3 + 4 + 5g)	_____	122,300
7. Total investment assets in hand	_____	10,000
8. Life insurance needs (6 minus 7)	_____	112,300

** Table of investment rate factors:*

Years until spouse is 90	25	30	35	40	45	50	55	60
Conservative investment	20	22	25	27	30	31	33	35
Aggressive investment	16	17	19	20	21	21	22	23

Adapted from a chart developed by financial advisers Bailard, Biehl & Kaiser, Inc., of San Mateo, Calif.

. . . And Some You Might Need More Of

Unless you're careful, a penny saved on insurance may be a dollar lost later on. If you're like many Americans, you may actually be *under*insured in two important areas:

► *Liability.* All of us have some liability coverage in our auto and homeowner's policies. And as an NEA member, you're protected against financial loss of up to $1 million if you're sued in connection with your job. But few people have truly comprehensive liability coverage, even though its cost is within the reach of nearly everyone.

Beyond the basic coverage, adding protection raises premiums only slightly. Consider raising the liability portion of your homeowner's and auto insurance to *at least* $100,000, and be sure it includes the costs of legal defense.

Better yet, consider a Personal Umbrella Liability Insurance Policy, custom-designed to fit your property, family activities, hobbies, travel habits, and job. It both adds dollars to your present coverage and covers any situations for which you're currently not insured.

The annual cost for such comprehensive peace-of-mind? Less than $150 for a family with a home and two cars.

► *Disability Income.* One in three Americans will be disabled for 90 days or more before retirement. Those with disability income insurance will find recuperation less clouded with financial worries, since they'll have a reliable source of income while they're unable to work.

Too many people assume that if they're disabled they can rely on Social Security and their employers. Many public school employees *are* covered by employer-supplied disability plans, but most have only short-term coverage or none at all. As for Social Security, the standard for "disabled" is so strict that only about one in five applicants receives any benefits.

Some financial experts now consider long-term disability protection second only to medical insurance as the most important insurance purchase. Chosen carefully, a long-term disability plan will give you the financial security to weather any extended illness or injury—and still won't be overly expensive.

—NEA Special Services

Letters

Bilingual Ed Can Work

In response to Diane Canup's June letter:

Yes, there are many, many teachers who adamantly oppose bilingual education. Often they have seen the kinds of programs run by administrators who think it's acceptable to hire uncredentialed people, or who believe monolingual teachers can become bilingual by attending Spanish classes two nights a week.

A program where uncredentialed aides teach academic subjects exclusively to limited-English-proficiency students, where uncredentialed people are hired to teach bilingual classes, or where teachers are pitted against each other can only produce further opposition to bilingual education.

When teachers are qualified, administrators supportive, and the program properly structured, bilingual education works with demonstrable success.

Please keep an open mind, investigate models where bilingual education works, and make sure any bilingual program in your community is providing quality education.

Thelma Fones
Fremont, California

Librarian Miffed

What an excellent article concerning a school library program in Nebraska ("Meet Terri Lab," May). It's unfortunate that this well written and significant article had to be promoted on the cover with the line, "Nebraskan breaks stuffy librarian stereotype."

As a school librarian for most of the last 17 years, I really believed that stereotype had long since faded. But alas, you chose to surface it again. I'm sure you could have found a better summary for the cover.

Annamarie Lavieri
Bainbridge Island, Washington

More Than a Nuisance

We were pleased to read "Lice Are Equal Opportunity Pests" in your April issue. However, we wish to clarify several points of misinformation in the article.

First, pediculosis (the state of being infested with lice) cannot be considered "simply a nuisance." Severe infestations can be associated with swollen glands in the neck and/or under the arms. Frequent scratching of lice bites can produce secondary bacterial infections at the sites.

The nature of treatment also places pediculosis in the health rather than the nuisance category. Misuse or overuse of lice remedies is widespread—and can be toxic. Pesticidal lice products (both prescription and over-the-counter) have been known to cause a number of side effects, from dermatitis to seizures.

Your article contends that lice preparations kill "both lice and nits." Contrary to manufacturers' claims of 100 percent effectiveness, no product kills *all* of the eggs. If they are not removed with fingernails or special combing tools, surviving nits hatch, continuing the cycle of infestation. The importance of nit removal cannot be overemphasized.

We invite *NEA Today* readers to write us for posters and educational literature on head lice.

Deborah Z. Altschuler
Leslie R. Kenney
National Pediculosis Association
P.O. Box 149
Newton, MA 02161

Fantasize (Instead of Climbing Your Classroom Walls)

Silence. The kids are finally gone, the classroom empty. Some days 3 o'clock can't come soon enough.

Today was one of those days. Tommy knocked out Ronnie's front tooth. Jody threw up in the middle of math. For the 67th time this year you explained that all sentences start with a capital letter.

Sometimes you wonder why you became a teacher. You close your eyes and your mind starts to wander: palm trees waving in the lazy breeze, the surf pounding on the shore—and Johnny Turner screaming as he hangs from the rafters of a nearby hut.

In the spirit of fun, we invite you to see how many of the fantasies on the following list have ever crossed your mind.

Imagine that—

► Board of education members were required to teach three hours a week.

► Science experiments worked out just the way the book said they would.

► The ditto machine put the blue ink on the paper instead of your new white shirt.

► You got no more than one new student a week.

► The cafeteria special of the day didn't walk and was recognizable as food.

► The silkworms hatched while you were studying them, not during Christmas vacation.

► Reading consultants who tell you how easy it is to teach with their series were required to come and teach your slowest reading group, using no materials but their own.

► The lead in the school play wasn't absent on opening night.

► The social studies film didn't break halfway through—and stayed in sync.

► Every child in your class brought paper, books, and sharp pencils to school every day for a week.

► The heater worked in winter and the fan in summer, not vice versa.

► All parents who signed up to go on a field trip went—and the mother of the class clown was among them.

► The bus that took you on the field trip was manufactured after 1950 and hadn't had a skunk aboard lately.

Even if most of these visions never come to pass, just thinking about them may help lower your blood pressure the next time you find yourself starting to climb your classroom walls.

Linda A. Goldman
Loredana Morra Carson
Los Angeles, California

Teaching Values

The spurious notion that no values should be taught, not even such generally agreed upon ones as integrity and industry, has caused one of the basic foundations of a workable society to be virtually destroyed.

Furthermore, it is impossible to avoid the imparting of values of one sort or another, the questions being only a matter of the quality, workability, or effects of whatever values are imparted.

Paul J. Rea
Phoenix, Arizona

Good English

I cheered every sentence of Mary Everett's pro-grammar debate in your March issue. I am frustrated by the lack of concern among teachers and journalists about the decline of written and spoken English.

I've been a sixth grade teacher for 11 years. I know I still must stop and ask myself if it's *lay* or *lie*, but I am striving to get it right! Many teachers disregard such concerns as unimportant and see me as "up tight."

Notices go home to parents with no apostrophes (the endangered species of punctuation). My principals have used double negatives! Teachers ask where something "is at."

Schools must be the model of good English, because parents, TV, and newspapers sure aren't.

Lisa A.N. Small
Coeur d'Alene, Idaho

Merit Pay Hitch

The current rage in education is the advocacy of merit pay to improve the quality of teaching in public schools. Politicians cite the university as an example of the success of such a system. Their interpretation is that one gets rewarded for superior teaching in the university by being promoted to a higher professorial rank and a higher salary.

There is one major hitch in this perception. The university faculty member is expected to demonstrate service to the profession, produce published work, and complete research in the pedagogy in addition to being an effective teacher. It is a rare instance when a faculty member is promoted for "superior teaching" in most universities.

In actual fact the university would be faced with the same dilemma as the public school if it attempted to promote faculty for "superior teaching."

Daniel Horton
Terre Haute, Indiana

'True Professionals'

Education, like any career field, has its share of bad apples. True professional teachers don't wish to protect the inept or unqualified who might hinder a child's education. True professionals resent the way incompetent teachers, protected by tenure and seniority, are rewarded by being given extra study halls, smaller classes, or individualized instructional situations because of their inability to cope in a normal classroom setting.

All too often the harder one works, the more one is asked to do. Someone who has good classroom control is given the rowdies the next year because he can do the job. Someone who can put on a unique prom is given that responsibility year after year because she does it so well.

At this point, the true professionals would almost opt for merit pay if they believed that evaluations could be done in an unbiased manner and by unprejudiced, knowledgeable evaluators.

No, merit pay is not the best answer. However, if the politicians and the public perceive it as a step toward correcting education's ills, we educators may be forced into merit pay evaluations. If it is to come, let professional educators prepare for it and help set the standards upon which they are to be judged.

Sharon S. Burris
Sharon Lingle Resch
Metropolis, Illinois

Conspiracy of Ignorance?

I suspect a strong upper-echelon conspiracy of sorts to keep the average American in semi-ignorance. Check the percentage of our gross national product spent on education. We just don't care enough. Once a nation begins to think deeply and analyze, it's impossible to fool it. It seems our policy makers distrust our mental potential.

The business of America is business—consumer-oriented business. Sincere teachers (and there are precious few of them) wage a continuous losing battle against programming/advertising experts who really "educate" our youngsters on fast food, sports, rock music, automobiles, etc., conditioning their minds toward a nonthinking acceptance of the free enterprise system of "produce, produce, buy, buy." This is where the power is centered in our society. Together with parental docility, it augurs an easily led electorate.

Gerard Blaszczyk
Runnemede, New Jersey

Stop Labeling

How about some balance in your use of political labels? Or better yet, stop using them.

NEA Today is quick to call conservatives "right-wingers" or ultraconservatives the "Far Right," yet I do not recall your ever labeling Mr. Mondale as a "left-winger" or ultraliberals as the "Far Left."

Simplistic and politically biased language only clouds the issues. Why should we expect the public, who pay our salaries, to support teachers if the largest teacher organization in the country is so blatantly political?

David W. Harvey
Bolingbrook, Illinois

Driver Ed Software?

Can anyone help me find any computer software for driver educators? This seems to be a forgotten area.

I would appreciate any leads from other driver educators, including catalog names and resource people to contact. I am particularly interested in Apple Pilot.

Cindy Rasmussen
Neillsville High School
Neillsville, Wisconsin 54456

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate

Should teachers 'dress for success'?

John Sunderland

YES

Jefferson County Education Association member David Burrous teaches Russian at Mandalay Junior High School in Broomfield, Colo., a Denver suburb. He also edits the newsletter of the American Council of Teachers of Russian and chairs the U.S. Olympiada of Written Russian, a national student essay contest. Burrous anxiously awaits the new Brooks Brothers store opening in Denver this fall.

Many teachers complain that they are not viewed as "professionals" in American society. They're right—they aren't. Why is that?

I suggest that *one* reason is because many teachers don't look like professionals. I've seen teachers wearing jeans, T-shirts, and sandals at work; some men look even shabbier.

In this society, clothes give a visual clue about who you are and what position you hold. You act differently and are perceived differently according to the way you dress. If you dress casually, you'll be treated casually. If you dress in a way that says "I'm the professional who's in charge here, listen up," you'll be taken seriously.

When I meet with a school board member, an administrator, or a parent, I always wear a suit or sports coat and tie. Why? To set a tone at the very outset of the meeting, which says I am a professional and expect to be regarded as such.

I'm not only concerned with the impression I make on other adults. More important, I am concerned with the first and lasting impression I make on my students. I wear a suit or sport coat and tie every day to school, too. Why? So my students will react to me as a teacher, not as a buddy. My dress doesn't create a stifling atmosphere: it just makes it clear who's in charge.

Once, on the day of a Halloween party, a colleague conducted her classes dressed as a clown with a big red nose, orange hair, and a polka dot costume. She found that wearing her costume in class was a mistake: students will not learn verb conjugations from a clown with a big red nose.

How students act also depends on how *they* dress. On a recent "punk rock" day, students came to school in torn T-shirts, their hair purple and yellow, etc. Not surprisingly, people who dress in an antisocial way act out the part. I had more discipline problems that day than I'd ever had.

The opposite is also true. When the ninth graders come to an event in their Sunday best, you can hardly recognize them for the adult behavior they assume.

Some will argue that teachers can't afford to dress in anything other than casual clothes. Hogwash. My wife, who's a bank officer, and her colleagues at all levels are expected to dress in a business-like manner—even though starting pay for tellers is lower than for beginning teachers.

The way you dress can convey different messages. It can convey that you are unsure of yourself and have low self-esteem. Or it can convey that you are confident, that you feel important because you are important.

Which message will you convey the next time you walk into school?

Joe Di Dio

NO

Nancy Roberts, who teaches social studies at F. J. Reitz High School in Evansville, Indiana, is active in the Evansville Teachers Association and serves on the Indiana State Teachers Association's board of directors. Though she'll defend to the very death a woman teacher's right to wear slacks, her own sartorial preferences often take her into more traditional outfits.

Most teachers *do* dress for success—that is, they dress in whatever style makes them most successful in the classroom. The argument that a particular mode of dress will make one a successful teacher doesn't hold up.

Teachers who succeed do so because they bring certain qualities to their work: mastery of their subject and the ability to relate to and care for kids. These qualities don't appear magically when they put on coat and tie or dress.

It's different in business. There people who strive for success are looking to move up the corporate ladder. For them it is necessary to project an executive image. Their daily contacts are limited primarily to other adults, dressed in a similar fashion. Their activities on the job—compared to a classroom teacher's—are physically limited. They write, sit, walk, talk, make presentations, etc.

A classroom teacher—who has no corporate ladder to climb, no promotions to seek—may perform all manner of physical gymnastics, depending on his or her teaching assignment. One day's activities may consist of lecturing or giving individual attention to students. But the next day's may also include taking down or putting up bulletin boards, leading calisthenics, fingerpainting, sitting on the floor to read, jumping rope, cleaning erasers, sawing and hammering, cooking spaghetti sauce, dissecting a frog.

Dressing for corporate success will not improve the interaction between student and teacher in any of these activities, nor will it improve the quality of instruction taking place. Dressing for athletic success may, on the other hand, have some marginal positive effect, just by making it easier for teachers to join in.

Any suggestion that a dress code for teachers, even if self-imposed, would improve the quality of the profession is simplistic—just another quick fix. A code would simply give politicians more grist for their campaign mills and administrators more points on which to nitpick in evaluations.

If there is one successful mode of dress for teachers, it follows that there must also be one successful method of teaching that all should use. But to set down any such teaching standard is to reinforce what our outdated evaluation methods imply—do it *my* way if you want a good evaluation.

Styles of teaching—and dress—vary from teacher to teacher. To impose a dress code on teachers would have the same effect as imposing a teaching style: it could make some teachers who are very effective less so. It *won't* make poor teachers more effective.

A coat and tie don't guarantee knowledge of a subject. A dress doesn't guarantee discipline. One can't cloak oneself in caring. These things come from inside.

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